DOCUMENT RESUME

ED 112 080 95 CE 004 846

TITLE	BO-CEC English Resource Guide; Grades 7-9.
INSTITUTION	Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[75]
CONTRACT	OEC-0-73-5230
NOTE	360p.; Some illustrative materials may not reproduce due to smallness of type; For related documents, see CE 004 842-847
EDRS PRICE	MF-$0.76 HC-$18.40 Plus Postage
DESCRIPTORS	*Business Education; *Business English; *Career Education; Career Exploration; Class Activities; Curriculum Enrichment; *Curriculum Guides; *English; English Instruction; Grade 7; Grade 8; Grade 9; Instructional Materials; Learning Activities; Office Occupations Education; Secondary Education; Simulation; Teaching Guides; Unit Plan
IDENTIFIERS	Business and Office Career Education Curriculum; Project BO CEC

ABSTRACT

The 20 resource English units which comprise the guide for grades seven-nine are designed to supplement, rather than replace, regular instructional materials and are intended for use as enrichment materials to use as reinforcement exercises after regular English units have been taught. The purpose of the guide is to give students a chance to explore various business and office occupations while gaining insight into how and why a knowledge of English is important in everyday work life. The units may be adapted to fit special objectives. The first 12 units deal with grammar and the mechanics of writing, letter writing, the preparing outgoing mail; in all but one, the major activity is a job simulation requiring students to apply their knowledge of the English topic with which the unit deals. Four oral language units each contain two major activities and, as in the first 12, each unit contains a teacher's key, a background information sheet on the occupation, optional activities suggestions, and student worksheets. The remaining four units contain articles from newspapers or periodicals and related discussion questions which cover both literary concepts and career information. (Author/AJ)

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AUG 27 1975

BO-CEC

ENGLISH RESOURCE GUIDE

GRADES 7-9

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BO-CEC

ENGLISH
RESOURCE
GUIDE

Directed by
Harry Huffman

Writing and Oral Language (Units 1-16)

Written by
Susan Glahn and Clyde Welter

Literature (Units 17-20)

Adapted and developed by
Rick Mecagni

Contract # OEC-0-73-5230

THIS GUIDE IS ONE OF THREE
BO-CEC JUNIOR HIGH CURRICULUM
GUIDES:

English Resource Guide
Math Resource Guide
Social Studies Resource Guide

PROJECT DIRECTOR:

Dr. Harry Huffman
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

APPENDIX A DEVELOPED BY:

Linda Hart and Nancy Hartley

ART:

Connie Marsh

TECHNICAL ASSISTANTS:

Velma Gallagher
Gail Hollingsworth

PROJECT MONITOR:

James H. Wykle
United States Office of Education

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FOREWORD

The national Business and Office Career Education Curriculum project was funded for two years with Colorado State University by the Department of Health, Education, and Welfare to produce career education curriculum guides for middle and junior high schools. Other guides are being produced for K-6 grades and the secondary and post-secondary programs. The project monitor, representing the Department of Health, Education, and Welfare, is James H. Wykle.

Drafts of three guides have been prepared for middle and junior high schools: English Resource Guide, Math Resource Guide, and Social Studies Resource Guide.

The purpose of the units in each of the guides is to supplement, enrich and reinforce the usual classroom instruction in English, mathematics, and social studies, and at the same time, introduce career education. Teachers are urged to add and delete activities or make any adaptations in the various units which will make them more effective in individual classrooms.

During the 1974-75 school year, the guides were made available to the following test sites for limited dissemination: Fulton County Georgia; Detroit, Michigan; East Detroit, Michigan; Western Michigan University, Kalamazoo; New Orleans, Louisiana; Plainfield, New Jersey; San Diego, California; Freemont, California; Sidney, Nebraska; Pueblo, Colorado; Cortez, Colorado; and Fort Collins, Colorado.

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HOW TO USE THE BO-CEC UNITS

The units in the BO-CEC English Resource Guide are designed to supplement, rather than replace, your regular instructional materials. The activities in these units are therefore enrichment materials that you can use as reinforcement exercises after you have taught your regular English units. The features of the BO-CEC Resource Guides that you should keep in mind are:

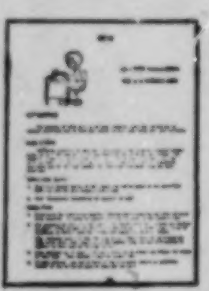
- *The resource units are to serve only as supplements to your regular English units.* The resource units were not designed to be the primary teaching device for the English or literature topics with which they deal.
- *Each unit emphasizes an occupational setting (such as communications industry, public service organizations, transportation industry, etc.) and a specific occupation within that setting.* The purpose of the BO-CEC resource guides is to give students a chance to *explore* various *business and office occupations* while gaining insight into how and why a knowledge of English is important in everyday work life.
- *The resource units may be adapted to fit your special objectives.* Because the units were developed for nationwide distribution, individual schools or school systems may need to modify the units to fit their local needs and objectives. Thus, the units have been designed so that activities may be added or deleted. *Local business and office teachers/coordinators can help you adapt any unit that does not meet your objectives. They can also help you develop additional career-related activities.*

Units 1-12: "Writing" Units

The first 12 units in this guide deal with grammar and the mechanics of writing, letter writing, and preparing outgoing mail. The content and organization of these units are shown in *Figure 1.*

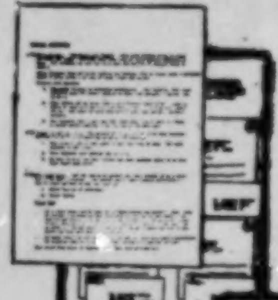
In all but one of the 12 writing units, the major activity is a *job simulation* in which students perform tasks similar to those performed by people in the *business and office occupation* being simulated. To complete the simulation activities successfully, students must apply their knowledge of the *English topic* with which the unit deals. Thus, students will begin to realize that a knowledge of standard English and writing mechanics is important to success in a work situation.

ORGANIZATION OF WRITING UNITS



PURPOSE

The first page of each unit gives the *purpose*, briefly describes the *major activity* of the unit, and suggests *procedures* to be used in the major activity. The major activity is generally a six-page job simulation in which students are called upon to apply their English skills.



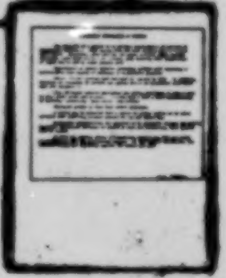
OPTIONAL ACTIVITIES

The next two or three pages describe *optional activities*.

In most cases, one or more of the optional activities will be accompanied by student worksheets, which are printed on white paper for easy reproduction.

TEACHER'S KEY

A *teacher's key* is located immediately following the optional activities. This key provides answers or suggested answers to the simulation activities. The key also provides suggestions for discussions related to the simulation activities.



BACKGROUND INFORMATION

Following the teacher's key is a *background information sheet* that provides the teachers with information about the occupation described in the job simulation.

STUDENT MATERIALS

The *student materials* for the major activity (simulation materials) are located at the end of the unit. These activities are printed on white paper so that they can be copied and reproduced easily.

FIGURE 1

In addition to the *Job Simulation*, each unit contains a *teacher's key* to the simulation, optional activities suggestions (accompanied in many cases by student worksheets), and background information sheets which tell about the occupation being simulated in the unit.

All teacher materials in the units are printed on *colored paper*; student materials are printed on *white* paper so that they may be reproduced easily.

Units 13-16: Oral Language

The four *oral language* units each contain two major activities, student worksheets, suggested optional activities, and a background information sheet describing the occupation dealt with in the unit. As in the first 12 units, each of the *oral language* units relates language skills to specific work situations in specific occupational settings.

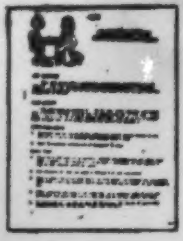
The teacher materials in these units are printed on *colored paper* as in units 1-12, while student worksheets are printed on *white paper*.

Units 17-20: Literature

Units 17-20 contain articles from newspapers or periodicals and related discussion questions. The content and organization of these four units are shown in *Figure 2*. In each unit, students are asked to read a story and answer related questions. The class then discusses the story in terms of the *literature objective* (i.e., the role of *character*, the importance of *motivation*, etc.) and in terms of the *occupations* and *job situations* described in the story.

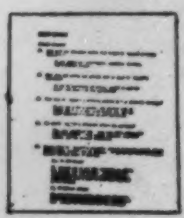
The units are designed to require a minimum of teacher preparation time.

ORGANIZATION OF LITERATURE UNITS



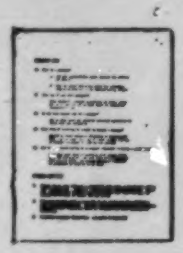
UNIT OBJECTIVES AND PROCEDURES

The first page of the unit gives the *unit objectives* and suggested *procedures* that are designed to aid you in achieving the objectives.



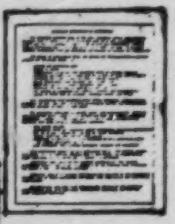
DISCUSSION GUIDE AND OPTIONAL ACTIVITIES

The second page gives suggested questions that can be used as a guide in discussing occupations portrayed in the literature selection. This page also contains a list of *optional activities*.



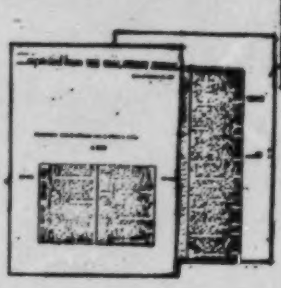
ANSWER KEY

The next page is your answer key to the end of the story questions.



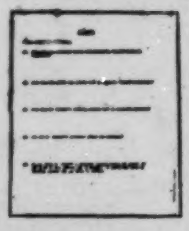
BACKGROUND INFORMATION SHEET

The following page (the last page of the teacher material) is a *background information sheet* which briefly describes the occupation to be reviewed in the unit.



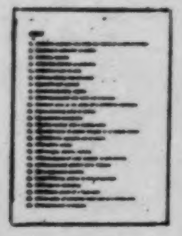
LITERATURE SELECTION

The next two or three pages contain the *story* that the students are to read. These pages are printed on white paper for easy reproduction.



STUDENT QUESTIONS

Immediately following the story is a page of *student questions* that are designed to help the students focus on the objectives of the unit. This page is also printed on white paper for easy reproduction.



GLOSSARY

The last page of the unit is a *glossary* of terms that some students may not know. Again, this page is printed in white for easy duplication.

FIGURE 2

ENGLISH RESOURCE GUIDE OUTLINE

UNIT	TOPIC	OCCUPATION	SETTING	CLUSTER
1 (Page 1)	Nouns and Pronouns	Secretary	Television Station	Communications
2 (Page 20)	Verbs	Receptionist	Television Station	Communications
3 (Page 38)	Adverbs and Adjectives	Manager	Television Station	Communications
4 (Page 55)	Conj., Prep., and Interj.	Promotion Manager	Television Station	Communications
5 (Page 74)	Composing Sentences	Director of Sales	Hotel	Hospitality and Recreation
6 (Page 92)	Run-on Sentences and Fragments	Accountant	Hotel	Hospitality and Recreation
7 (Page 112)	Paragraphs	General Office Worker	Ski Corporation	Hospitality and Recreation
8 (Page 132)	Letters of Application and Resumes	Job Applicant	--	--
9 (Page 136)	Business Letters	Marketing Researcher	Automobile Manufacturer	Manufacturing
10 (Page 155)	Outgoing Mail	Typist	Automobile Manufacturer	Manufacturing
11 (Page 177)	Punctuation, Spelling, Capitalization	Court Reporter	Courtroom	Public Service
12 (Page 195)	Punctuation, Spelling, Capitalization	Executive Secretary	Police Station	Public Service
13 (Page 215)	Standard & Non-Standard English	Tour Guide	Meat Packing Company	Marketing and Distribution
14 (Page 233)	Public Speaking	Public Program Supervisor	Telephone Company	Public Service
15 (Page 238)	Comprehension	Travel Agent	Travel Agency	Hospitality and Recreation

(Continued)

UNIT	TOPIC	OCCUPATION	SETTING	CLUSTER
16 (Page 256)	Following Directions	Advertising Layout Person	Newspaper Publishing Co.	Communications
17 (Page 273)	Character	Manager	Paper Company	Manufacturing
18 (Page 283)	Motivation	Banker	Bank	Business and Office
19 (Page 292)	Conflict	Secretary	Accounting Office	Business and Office
20 (Page 300)	Theme	Homemaker	Home	Consumer and Homemaking

UNIT 1

HOW A SECRETARY USES NOUNS & PRONOUNS

ON THE JOB AT A TELEVISION STATION

PURPOSE

The purpose of this unit is to provide students with an opportunity to reinforce their knowledge of nouns and pronouns while learning something of the work performed by a secretary.

MAJOR ACTIVITY

The major activity in this unit is a simulation of the work performed by Larry Nash, a male secretary at the WOBY TV Studios. The simulation exercises give students an opportunity to see some of the types of things a secretary does and to see some ways in which standard English--in this case nouns and pronouns--is used by secretaries on the job.

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Secretaries" on page 12.

During class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key to the simulation (pages 6-11).
2. Ask students to complete pages 2 through 5 of the simulation. The first simulation exercise (page 2) requires you to dictate to students the memorandum shown on page 4.
3. When students have finished the first five pages, go through the simulation with them, checking answers and discussing the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 to answer the questions and discuss the topics at the top of the page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 ➡ Missing Nouns--"The Missing Nouns" activity (page 5) requires students to complete 15 sentences by filling in the name of a product. All the sentences to be completed are advertising slogans and require students to fill in a proper noun.

1. Duplicate a copy of the "Missing Nouns" activity for each student in the class.
2. Distribute the sheets and have students work through the activity.
3. When students have finished, go through the answers and have students check their accuracy. Then have students explain why answers are nouns and tell whether the nouns are proper or common nouns.

(Answers to "Missing Nouns" Activity)

1. United (Airlines)
2. 7-Up
3. Morton's Salt
4. Pepsi's
5. Allstate
6. Burger King
7. Grape-Nuts
8. Listerine
9. Starkist
10. Jiff Peanut Butter
11. Doublemint
12. Campbell's Soup
13. State Farm
14. Ultra Brite
15. Certs

12-15 correct -- Noun Hound
8-12 correct -- Noun Pup
Less than 8 -- Better Bone Up

Alternate suggestion: Have students make their own "Missing Noun" sheets and swap papers.

2 ➡ Ask students to tell why they would or would not like to be secretaries (or ask them to tell the advantages and disadvantages of being a secretary).

3 ➡ Have students take turns dictating short paragraphs to the class while class members take down what is read. Then have two or three students read back what they have written. Develop the idea that secretaries, who are often asked to write what their employers say, have a special type of shorthand which allows them to write what is being said at a much faster rate. At other times, the employer will record what he has to say on a dictating machine, and the secretary will play back the recording, transcribing on the typewriter as she does so.

Students can do this same activity with their own themes. Reluctant writers dictate on tape; they then listen to the tape and write what they have dictated.

4 ➔ Students may wish to write a news release for the school or community paper about class or school activities. They can follow the format given on page 5 of the simulation in preparing the release.

5 ➔ Appoint a class secretary to perform secretarial duties--take notes on class discussions; collect and distribute papers; keep records of who turns in papers and who doesn't, etc.

FIELD TRIP

. . .to a local radio or TV station to observe the complete operation of a station and learn more about communications careers, including the job of secretary.

. . .to any local business or manufacturing firm that employs a secretary to learn more about the work performed by a secretary.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW

. . .a secretary from a TV or radio station.

. . .a secretary from any local firm or from your school.

. . .an employee in any occupation that students are interested in at a radio or TV station.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ADDITIONAL OCCUPATIONS IN THE COMMUNICATIONS INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

Production Department
- Production Director
- Radio Announcer
- Production Coordinator
- Director
- Floor Managers
- Studio Cameramen
- Set Builders & Carpenters

Promotion Department
- Promotion Manager
- Sales Manager

News Department
- News Director
- Assignment Editor
- Reporters
- Photographers and Film Cameramen
- Film Editors
- Film Processors

Management
- General Manager
- Station Manager
- Department Heads
- Business Manager

Program Department
- Program Manager
- Traffic Department
- Traffic Manager
- Continuity Manager
- Film Editor
- Film Librarian
- Public Affairs Director

Engineering Department
- Chief Engineer
- Projectionist
- Video Tape Technician
- Audio Control Technician
- Switcher
- Transmitter Operator

MEMORANDUM TO BE DICTATED
(Secretarial Job Simulation)

The following memorandum is to be dictated to students as a part of the first exercise of the Secretarial Job Simulation which is the major activity in Unit 2.

Before dictating the memo, have students prepare a memorandum form by writing the standard memo headings (TO:, FROM; SUBJECT; and DATE:) in a vertical column on the upper left-hand side of a sheet of notebook paper. (An example of a memo form is given in the simulation.)

DICTATING INSTRUCTIONS:

Dictate slowly every word and every punctuation mark as indicated in the memorandum in the box below:

Alternative Suggestions:
1. Do not dictate the commas and, after you have finished, ask students to insert commas where needed.
2. Have a business teacher or a secretary give a demonstration of shorthand either before or after this activity. Point out that secretaries check for correct spelling of words during transcription (rather than during dictation) to save dictator's time.

TO: Jane Evans

FROM: Allen Lacy

SUBJECT: News Announcer needed

DATE: (dictate current date)

Alice Gordon (comma) our news announcer (comma) is leaving WOBY next month (period) Alice has taken a job in New York City (comma) and we have not yet found anyone to replace Alice (period) (Begin new paragraph)

If you have a suggestion for finding someone to replace Alice (comma)we would like to hear the suggestion.

After the dictation is completed, ask students to read through what they have written and substitute pronouns for some of the nouns in order to make the message read better. Nouns for which students might substitute pronouns are underlined. If you wish, after you have dictated the memo you may tell students which nouns they are to replace with pronouns. Also, ask students to use a dictionary to check the spelling of any word about which they are in doubt.

After students have made all necessary changes and corrections to their memos, ask them to rewrite the memorandum on the special form provided in the simulation.

MISSING NOUNS

INSTRUCTIONS: *Complete the following sentences by identifying the name of the product or company that goes with each slogan.*

1. "Fly the friendly skies of ______________."
2. "____________________ is the Uncola."
3. "When it rains, it pours" with ____________ _____________.
4. "You've got a lot to live, and ________________ got a lot to give."
5. "You're in good hands with ____________________."
6. "Have it your way at ____________ _________."
7. "__________________ is the back-to-nature cereal."
8. "__________________ has the taste that everybody hates twice a day."
9. "Sorry, Charlie, ______________ doesn't want tuna with good taste, they want tuna that tastes good."
10. "_________________ tastes more like fresh peanuts."
11. "Double your pleasure, double your fun with double good ____________________ gum."
12. "That's what _______________ ________________ is, m-m-m m-m-m good."
13. "And like a good neighbor, __________ ___________ is there."
14. "Mom told me it was just as easy to marry a rich man as a poor man, but, Freddy, Mother never told me about ____________________."
15. "It's a candy mint and a breath mint. ____________ is two mints in one."

UNIT 1

TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask the students whether they are acquainted with any people who are secretaries.

b. If so, ask whether they think that the secretaries they know really do the types of things described here.

c. Ask students to describe other types of work performed by the secretaries they know and the types of organizations in which they work.

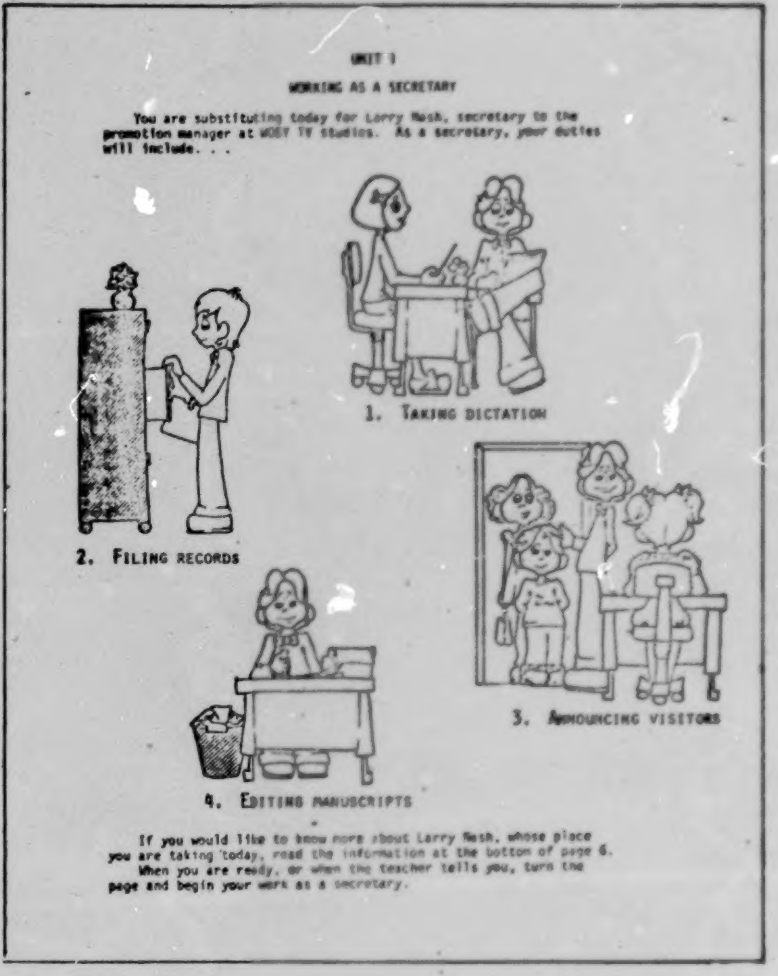
In a discussion develop the idea that secretaries must:

a. Be able to communicate clearly.

b. Be loyal to their employer and the organization they work for.

c. Give accurate information when answering requests.

d. Be able to work effectively with others.



UNIT 1

WORKING AS A SECRETARY

You are substituting today for Larry Nash, secretary to the promotion manager at [illegible] TV studios. As a secretary, your duties will include. . .

1. TAKING DICTATION

2. FILING RECORDS

3. ANNOUNCING VISITORS

4. EDITING MANUSCRIPTS

If you would like to know more about Larry Nash, whose place you are taking today, read the information at the bottom of page 6.
When you are ready, or when the teacher tells you, turn the page and begin your work as a secretary.

Simulation page 2

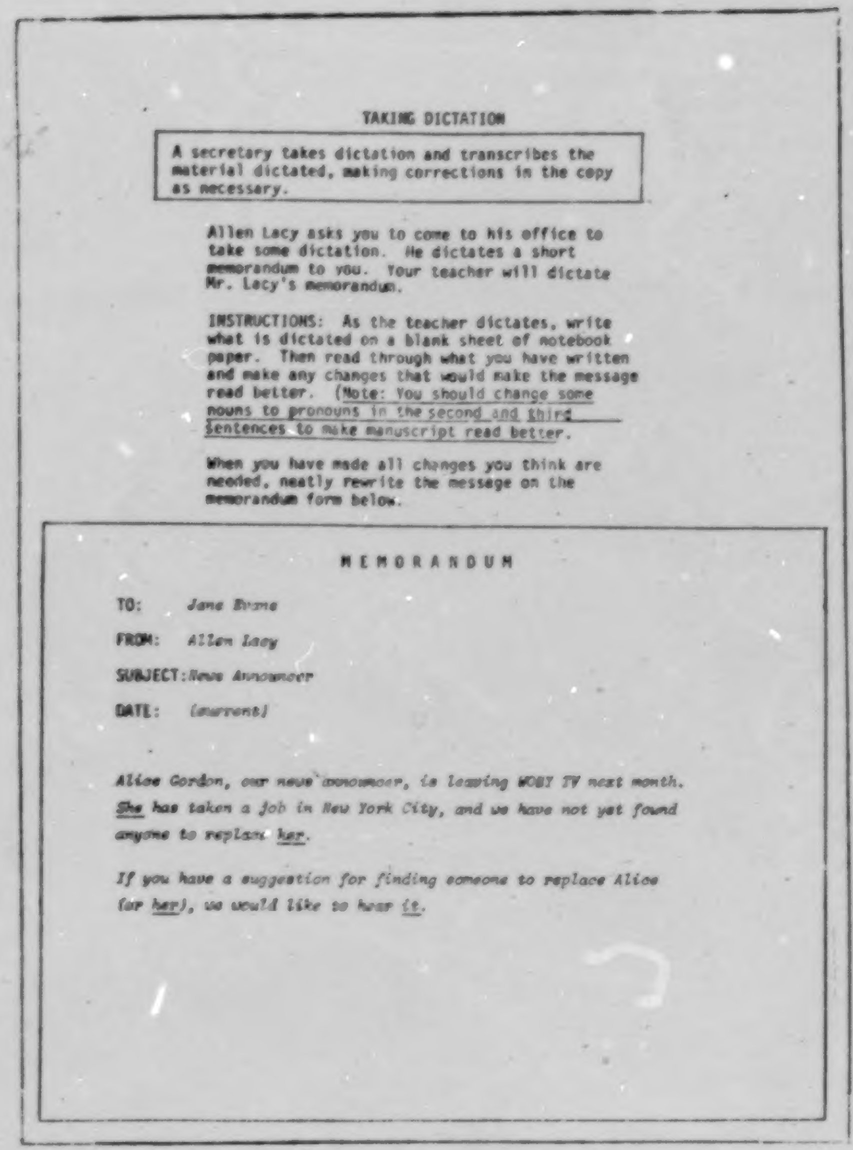
CHECK:
Pronouns underlined in the memorandum at the right below are recommended in the dictated message.

Optional Discussion Topics

- Did you enjoy taking dictation? Why?
- What is a memorandum?

  A written communication generally less formal than a letter.
- In an office, memorandums are given a nickname or shortened name. Do you know what it is?

  "Memo"
- Develop the idea that secretaries have special symbols that they use in taking dictation. Using these special symbols (or shorthand), they are able to write much faster than if they were writing in longhand.



TAKING DICTATION

A secretary takes dictation and transcribes the material dictated, making corrections in the copy as necessary.

Allen Lacy asks you to come to his office to take some dictation. He dictates a short memorandum to you. Your teacher will dictate Mr. Lacy's memorandum.

INSTRUCTIONS: As the teacher dictates, write what is dictated on a blank sheet of notebook paper. Then read through what you have written and make any changes that would make the message read better. (Note: You should change some nouns to pronouns in the second and third sentences to make manuscript read better.

When you have made all changes you think are needed, neatly rewrite the message on the memorandum form below.

MEMORANDUM

TO: *Jane Byrne*

FROM: *Allen Lacy*

SUBJECT: *News Announcer*

DATE: *(current)*

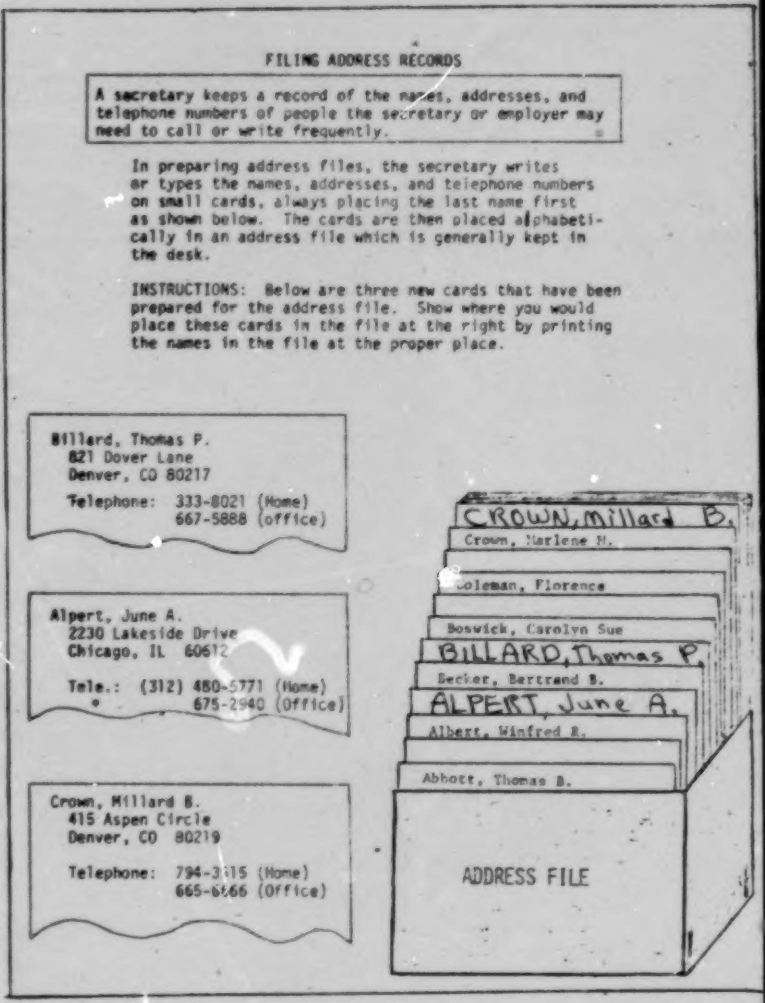
Alice Gordon, our news announcer, is leaving WOBY TV next month. She has taken a job in New York City, and we have not yet found anyone to replace her.

If you have a suggestion for finding someone to replace Alice (or her), we would like to hear it.

Simulation page 3

CHECK:

See address file at the right for correct placement of Alpert, Billard, and Crown names.



FILING ADDRESS RECORDS

A secretary keeps a record of the names, addresses, and telephone numbers of people the secretary or employer may need to call or write frequently.

In preparing address files, the secretary writes or types the names, addresses, and telephone numbers on small cards, always placing the last name first as shown below. The cards are then placed alphabetically in an address file which is generally kept in the desk.

INSTRUCTIONS: Below are three new cards that have been prepared for the address file. Show where you would place these cards in the file at the right by printing the names in the file at the proper place.

Billard, Thomas P.
821 Dover Lane
Denver, CO 80217
Telephone: 333-8021 (Home)
667-5888 (office)

Alpert, June A.
2230 Lakeside Drive
Chicago, IL 60612
Tele.: (312) 480-5771 (Home)
675-2940 (Office)

Crown, Millard B.
415 Aspen Circle
Denver, CO 80219
Telephone: 794-3[illegible]15 (Home)
665-6[illegible]66 (Office)

CROWN, Millard B.
Crown, Marlene M.
Coleman, Florence
Boswick, Carolyn Sue
BILLARD, Thomas P.
Becker, Bertrand B.
ALPERT, June A.
Albert, Winfred R.
Abbott, Thomas B.
ADDRESS FILE

Optional Discussion Topics

- Notice that the items to be filed are labeled with people's names. What part of speech are proper names?

- Do you think all files are labeled with proper names?

  No. Think of library files for example. They contain cards fi[illegible] by subject.

- Do you think the labels on most files are NOUNS? Why?

  Yes. Nouns name things, and in order to find items in a file, we must label them with naming words; i.e., nouns.

Simulation page 4

ANNOUNCING VISITORS

A secretary announces clients or other callers to the employer, telling who the callers are and, if possible, the purpose of their visit.

A woman comes into your office, introduces herself as Miss Maria Alexander, and asks to see Mr. Lacy about the opening for a news announcer.

INSTRUCTIONS: Show how you would tell Mr. Lacy of Miss Alexander's arrival by placing a check mark (✓) in the blank before the most appropriate item below.

____1. Miss Alexander is here to interview for the news announcer opening, Mr. Lacy.

____2. A woman is here to interview for the news announcer opening, Mr. Lacy.

____3. Someone is here to interview for the news announcer opening, Mr. Lacy.

__✓__4. Miss Maria Alexander is here to interview for the news announcer opening, Mr. Lacy.

CHECK:
The fourth item is the best way to announce the visitor. Why?

It gives the most complete information to the employer about the visitor--her first and last name, as well as why she is there.

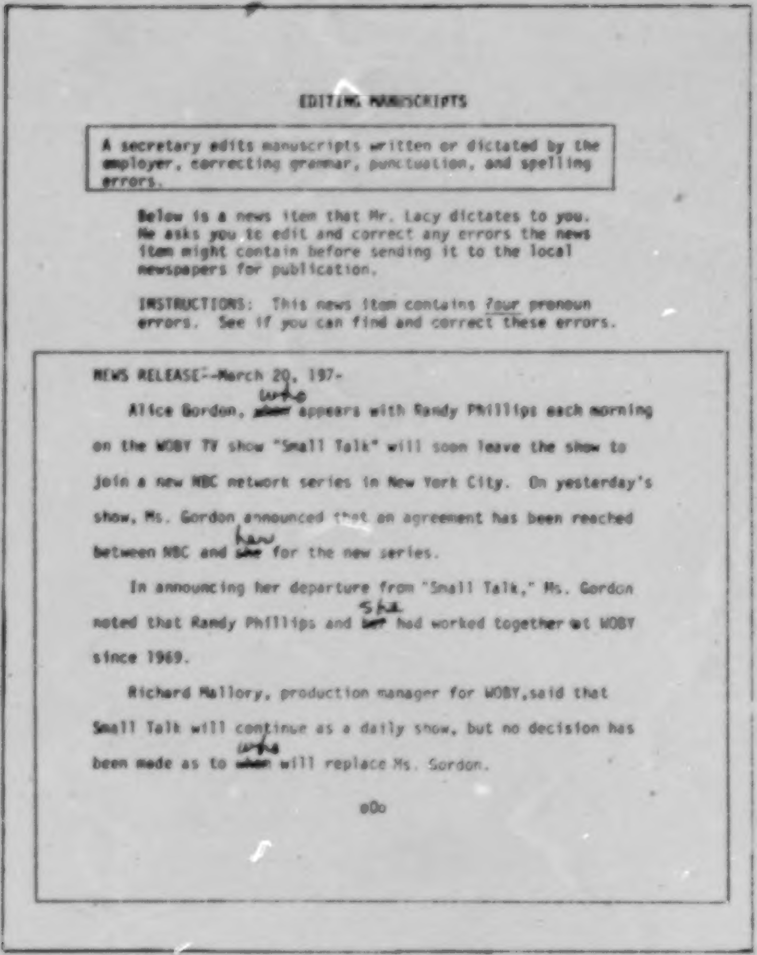
Optional Discussion Topics

- Why is it important to Mr. Lacy to know Miss Alexander's first name?

Simulation page 5

CHECK:

Pronouns should be corrected as shown in the news release at the right. Discuss the reason for each correction



EDITING MANUSCRIPTS

A secretary edits manuscripts written or dictated by the employer, correcting grammar, punctuation, and spelling errors.

Below is a news item that Mr. Lacy dictates to you. He asks you to edit and correct any errors the news item might contain before sending it to the local newspapers for publication.

INSTRUCTIONS: This news item contains *four* pronoun errors. See if you can find and correct these errors.

NEWS RELEASE--March 20, 197-

Alice Gordon, ~~[illegible]~~ who appears with Randy Phillips each morning on the WOBY TV show "Small Talk" will soon leave the show to join a new NBC network series in New York City. On yesterday's show, Ms. Gordon announced that an agreement has been reached between NBC and ~~[illegible]~~ her for the new series.

In announcing her departure from "Small Talk," Ms. Gordon noted that Randy Phillips and ~~[illegible]~~ She had worked together at WOBY since 1969.

Richard Mallory, production manager for WOBY,said that Small Talk will continue as a daily show, but no decision has been made as to ~~[illegible]~~ who will replace Ms. Gordon.

oOo

Optional Discussion Topics

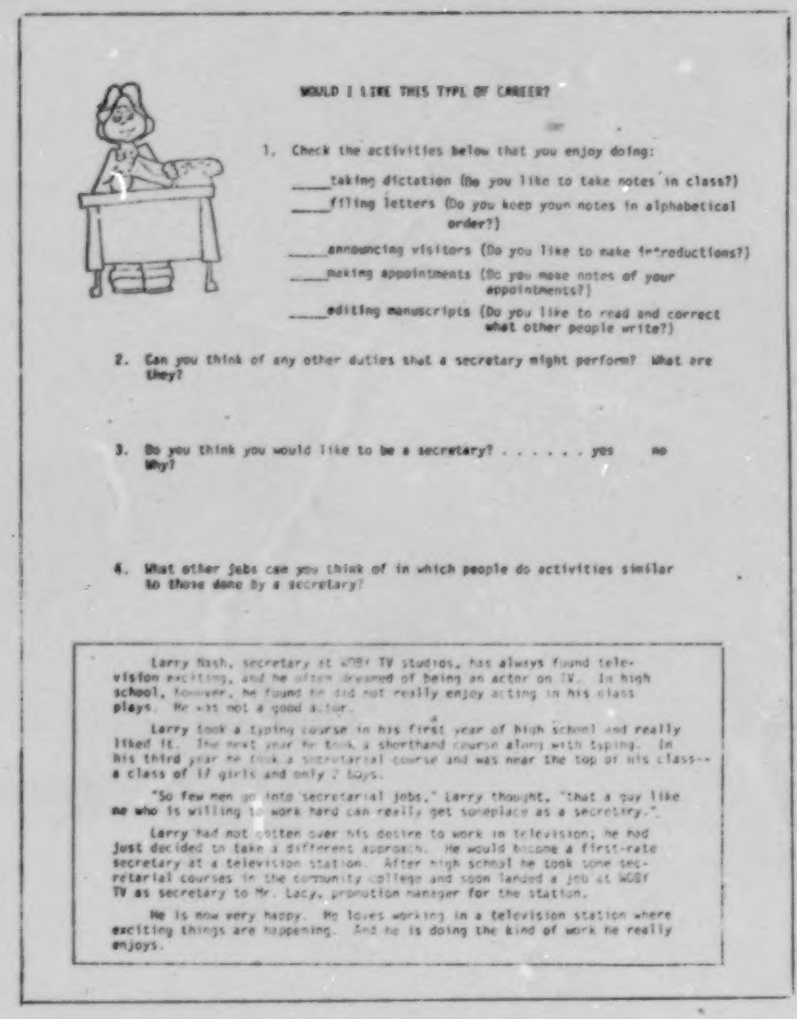
- Discuss with students whether they enjoy editing material written by others.

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources for interested students to use in exploring this occupation in greater depth. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE THIS TYPE OF CAREER?

1. Check the activities below that you enjoy doing:

_____taking dictation (Do you like to take notes in class?)
_____filing letters (Do you keep your notes in alphabetical order?)
_____announcing visitors (Do you like to make introductions?)
_____making appointments (Do you make notes of your appointments?)
_____editing manuscripts (Do you like to read and correct what other people write?)

2. Can you think of any other duties that a secretary might perform? What are they?

3. Do you think you would like to be a secretary? . . . . . . yes   no
Why?

4. What other jobs can you think of in which people do activities similar to those done by a secretary?

Larry Nash, secretary at WGBY TV studios, has always found television exciting, and he often dreamed of being an actor on TV. In high school, however, he found he did not really enjoy acting in his class plays. He was not a good actor.

Larry took a typing course in his first year of high school and really liked it. The next year he took a shorthand course along with typing. In his third year he took a secretarial course and was near the top of his class--a class of 17 girls and only 2 boys.

"So few men go into secretarial jobs," Larry thought, "that a guy like me who is willing to work hard can really get someplace as a secretary."

Larry had not gotten over his desire to work in television; he had just decided to take a different approach. He would become a first-rate secretary at a television station. After high school he took some secretarial courses in the community college and soon landed a job at WGBY TV as secretary to Mr. Lacy, promotion manager for the station.

He is now very happy. He loves working in a television station where exciting things are happening. And he is doing the kind of work he really enjoys.

BACKGROUND INFORMATION ON SECRETARIES

The secretary performs many of the administrative office tasks necessary to every type of organization. Perhaps the most important aspect of a secretary's job involves communicating--typing letters and memorandums, composing routine correspondence, giving and receiving information over the telephone, securing information from and providing information to clients and visitors, etc.

The duties of secretaries vary, but nearly all fully qualified secretaries perform the following tasks:

- opening and processing mail
- taking dictation
- transcribing dictation from shorthand notes or machine dictation
- answering employer's telephone when he is busy or away from the office
- relieving employer of routine administrative details
- making appointments and reservations for employer
- communicating with clients, customers, and visitors
- recording, filing, and retrieving information
- duplicating or photo-copying records, reports, and correspondence
- typing on forms such as invoices, purchase orders, and others

Some secretaries also supervise other office personnel, gather reference materials for employer, perform simple bookkeeping duties, and attend meetings with the employer in order to take notes.

The successful secretary is poised, alert, and even-tempered. The secretary should not gossip about office matters and must not discuss confidential information. Generally, employers look for the following background and abilities when considering a prospective secretary:

- high school diploma
- secretarial training (post-high school secretarial training may be required)
- ability to use standard English and to spell correctly
- typing, shorthand,and transcription skills
- experience either as a full-time secretary or as a work-study student performing secretarial duties.
- good references from previous employers, teachers and supervisors

Some secretaries specialize in a particular field. For example, a secretary might, with appropriate training and/or experience, be classified as a legal secretary, medical secretary, or scientific secretary.

Secretaries have their own professional organization--The National Secretaries Association. Also, by passing a rather rigorous test, a secretary may become a "Certified Private Secretary."

Currently, over 2 3/4 million secretaries are employed in the United States. Although most of these secretaries are women, male secretaries are found in many organizations.

The ambitious, well-qualified secretary may advance to the position of office manager and, with additional training and education, may move into other management positions.

STUDENT MATERIALS

Following is a six-page "Secretarial Job Simulation" which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains typical activities performed by a secretary and requires students to make decisions regarding noun and pronoun usage.

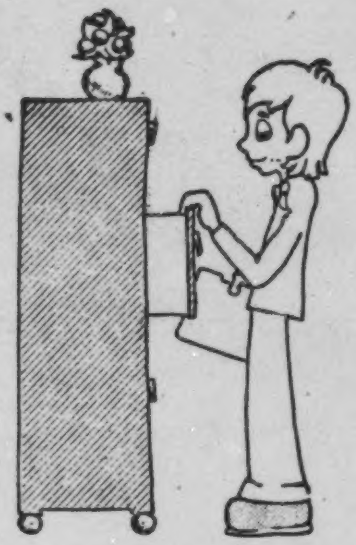
The teacher's key and discussion guide for the simulation are found on the preceding pages.

UNIT 1

WORKING AS A SECRETARY

You are substituting today for Larry Nash, secretary to the promotion manager at WOBY TV studios. As a secretary, your duties will include. . .

1. TAKING DICTATION



2. FILING RECORDS

3. ANNOUNCING VISITORS

4. EDITING MANUSCRIPTS

If you would like to know more about Larry Nash, whose place you are taking today, read the information at the bottom of page 6.

When you are ready, or when the teacher tells you, turn the page and begin your work as a secretary.

TAKING DICTATION

A secretary takes dictation and transcribes the material dictated, making corrections in the copy as necessary.

Allen Lacy asks you to come to his office to take some dictation. He dictates a short memorandum to you. Your teacher will dictate Mr. Lacy's memorandum.

INSTRUCTIONS: As the teacher dictates, write what is dictated on a blank sheet of notebook paper. Then read through what you have written and make any changes that would make the message read better. (Note: You should change some nouns to pronouns in the second and third sentences to make the manuscript read better.

When you have made all changes you think are needed, neatly rewrite the message on the memorandum form below.

MEMORANDUM

TO:

FROM:

SUBJECT:

DATE:

28

(Simulation Page 2)

FILING ADDRESS RECORDS

A secretary keeps a record of the names, addresses, and telephone numbers of people the secretary or employer may need to call or write frequently.

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Denver, CO 80219
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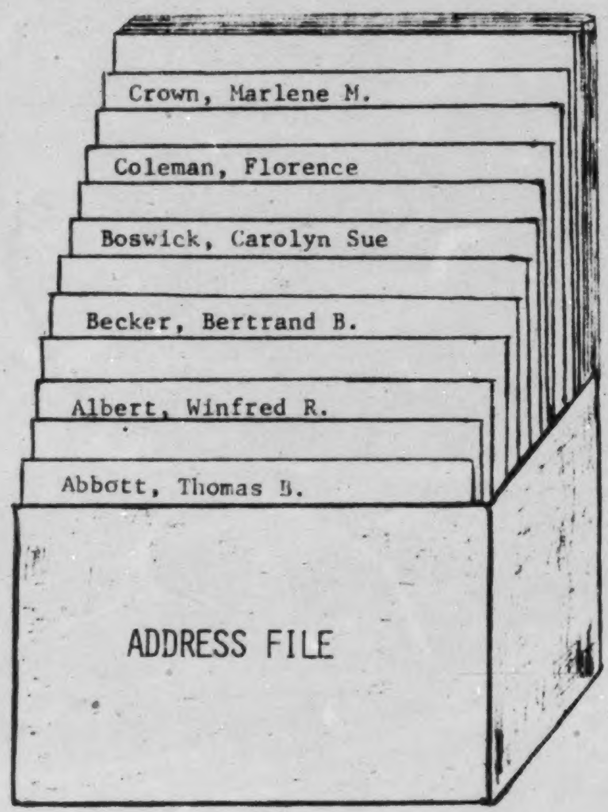
665-6666 (Office)



ANNOUNCING VISITORS

> A secretary announces clients or other callers to the employer, telling who the callers are and, if possible, the purpose of their visit.

A woman comes into your office, introduces herself as Miss Maria Alexander, and asks to see Mr. Lacy about the opening for a news announcer.

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In announcing her departure from "Small Talk," Ms. Gordon noted that Randy Phillips and her had worked together at WOBY since 1969.

Richard Mallory, production manager for WOBY,said that Small Talk will continue as a daily show, but no decision has been made as to whom will replace Ms. Gordon.

oOo

(Simulation Page 5)

WOULD I LIKE THIS TYPE OF CAREER?

1. Check the activities below that you enjoy doing:

_____taking dictation (Do you like to take notes in class?)

_____filing letters (Do you keep your notes in alphabetical order?)

_____announcing visitors (Do you like to make introductions?)

_____making appointments (Do you make notes of your appointments?)

_____editing manuscripts (Do you like to read and correct what other people write?)

2. Can you think of any other duties that a secretary might perform? What are they?

3. Do you think you would like to be a secretary? . . . . . . yes no
Why?

4. What other jobs can you think of in which people do activities similar to those done by a secretary?

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Larry had not gotten over his desire to work in television; he had just decided to take a different approach. He would become a first-rate secretary at a television station. After high school he took some secretarial courses in the community college and soon landed a job at WOBY TV as secretary to Mr. Lacy, promotion manager for the station.

He is now very happy. He loves working in a television station where exciting things are happening. And he is doing the kind of work he really enjoys.

UNIT 2

HOW A RECEPTIONIST USES VERBS

ON THE JOB AT A TELEVISION STATION

PURPOSE

The purpose of this unit is to help students reinforce their knowledge of standard verb usage (subject-verb agreement; verb tense) while acquainting them with the type of work performed by a RECEPTIONIST.

MAJOR ACTIVITY

The major activity in this unit is a six-page simulation of the work performed by Brenda Allen, a receptionist employed by a television studio. The simulation contains activities typical of those performed by receptionists in any organization, and each activity requires students to apply their knowledge of standard verb usage. The suggested procedures for administering the simulation are as follows:

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Receptionists" on page 30.

During class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key which begins on page 24.
2. Ask students to complete pages 2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first five pages, go through the simulation with them. Check answers and discuss verb usage and the other topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 of the simulation packet to answer the questions and discuss the topics at the top of the page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 ➡ Matching Activity: Page 23 contains an activity that requires students to match words and numbers on one list with those on another list. Duplicate enough copies of the matching exercise to give each student a copy. After students have worked through the activity, check their answers, using the key below. In a discussion, develop the idea that both as workers and consumers we must often compare information for correctness. (Examples: comparing a sales slip with the price tag on a garment; comparing the price of a meal on a menu with the price the waitress writes on the bill; comparing checkbook balance with bank balance when bank statement is received; etc.)

Matching Activity Key

1. x
2. u
3. a
4. h
5. i
6. w
7. z
8. q
9. r
10. f
11. o
12. e
13. t
14. y
15. k

2 ➡ Have students select a "class receptionist When visitors or student messengers come to the classroom, the receptionist will be responsible for greeting them, discovering the purpose of their visit, and (if appropriate) introducing them to the teacher or class. The receptionist's job might be rotated among the class members every week or two. The class or a class committee should develop a job manual for the class receptionist. The manual would explain how to greet visitors, how to introduce visitors, and how to take messages for the teacher or other class member.

3 ➡ Ask students whether they think receptionists are generally men or women. If most students answer *women*, develop the idea that while this is true today, work stereotypes are rapidly changing and men are now going into jobs previously held primarily by women. Ask students to give some examples. *(Possible examples include: WOMEN truck drivers, mail carriers, taxi-cab drivers, airline pilots; MALE nurses, airline stewards, telephone operators, secretaries, etc.)*

4 ➡ Ask students whether they think a secretary has more or less responsibility than does a receptionist. *(Secretary has more, generally)* Ask whether a secretary makes more or less money than a receptionist. *(Secretary makes more money, generally)*Compare receptionists and secretaries in other ways--which one is most likely to meet many people; which one is most likely to have varied duties; and so forth.

5 ➡ Ask two student volunteers to act out the following situation which is representative of situations that a receptionist might encounter. Explain the situation to the two students and allow them time to work up their own dialogue. After students have acted out the situation, encourage other class members to discuss the strengths and weaknesses of the way in which the receptionist handled the situation. Ask students to describe how they would have handled the situation had they been the receptionist.

SITUATION: *Dealing with an angry caller*.

A woman (Student 1) calls WOBY TV and berates the receptionist (Student 2) because she, the woman, does not like the programs being shown on WOBY TV. The woman talks on and on about the poor programs. The receptionist wants to terminate the conversation as quickly as possible without offending the woman caller. How should the receptionist handle the situation?

(One way the receptionist might handle the situation is to tell the caller that the studio would appreciate receiving a letter from her explaining what she does not like about the program and suggesting the kinds of programs she would like.)

After the situation has been acted out, develop with students the idea that people can often deal most effectively with others who are angry by showing concern for the cause of their anger. Ask students to tell about times they have been angry and other people have made them more or less angry by the things they said or did.

➔ 6 Call your local telephone company educational representative and arrange for a "tele-trainer" to be installed in the classroom for a day or two. The tele-trainer consists of two phones connected through a switch box so that students can take turns placing calls, answering calls, and talking with one another over the tele-trainer phones. Develop a "telephone etiquette" unit to be used as a tele-trainer activity.

FIELD TRIP:

. . . to a local radio or TV station to observe the complete operation of a station and learn more about communications careers, including the job of receptionist.

. . . to any local business or manufacturing firm that employs a receptionist to learn more about the work performed by a receptionist.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW:

. . . a receptionist from a TV or radio station.

. . . a receptionist from any local firm.

. . . an employee in any occupation that students are interested in at a radio or TV station.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ADDITIONAL OCCUPATIONS IN THE COMMUNICATIONS INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

(See Optional Activities section of Unit 1)

THE MATCHING GAME

Many workers, such as receptionists, general office workers, secretaries, ticket agents, and others spend much time matching one word with another or one set of numbers with another. See how well you can match words and numbers by reading each item in Column A below and placing in the blank the letter from the matching item in Column B.

_____ 1. 291-7981
_____ 2. occasionally
_____ 3. 834-5432
_____ 4. Jacob Dirkson
_____ 5. $79.89
_____ 6. parallel
_____ 7. commitment
_____ 8. $54.45
_____ 9. advise
_____ 10. $79.98
_____ 11. 86-57-843-6545
_____ 12. 291-7891
_____ 13. breath
_____ 14. dessert
_____ 15. 334-766-8358

a. 834-5432
b. paralell
c. occassionally
d. 834-4532
e. 291-7891
f. $79.98
g. 86-57-843-6455
h. Jacob Dirkson
i. $79.89
j. advice
k. 334-766-8358
l. $54.54
m. breathe
n. committment
o. 86-57-843-6545
p. Jacob D. Dickson
q. $54.45
r. advise
s. desert
t. breath
u. occasionally
v. 334-766-8538
w. parallel
x. 291-7981
y. dessert
z. commitment

UNIT 2
TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they are acquainted with any people who are receptionists. If so, ask whether they think that the receptionists they know really do the types of things described here.

b. Ask students to describe other types of work performed by the receptionists they know and the organizations in which they work.

In a discussion develop the idea that a receptionist:

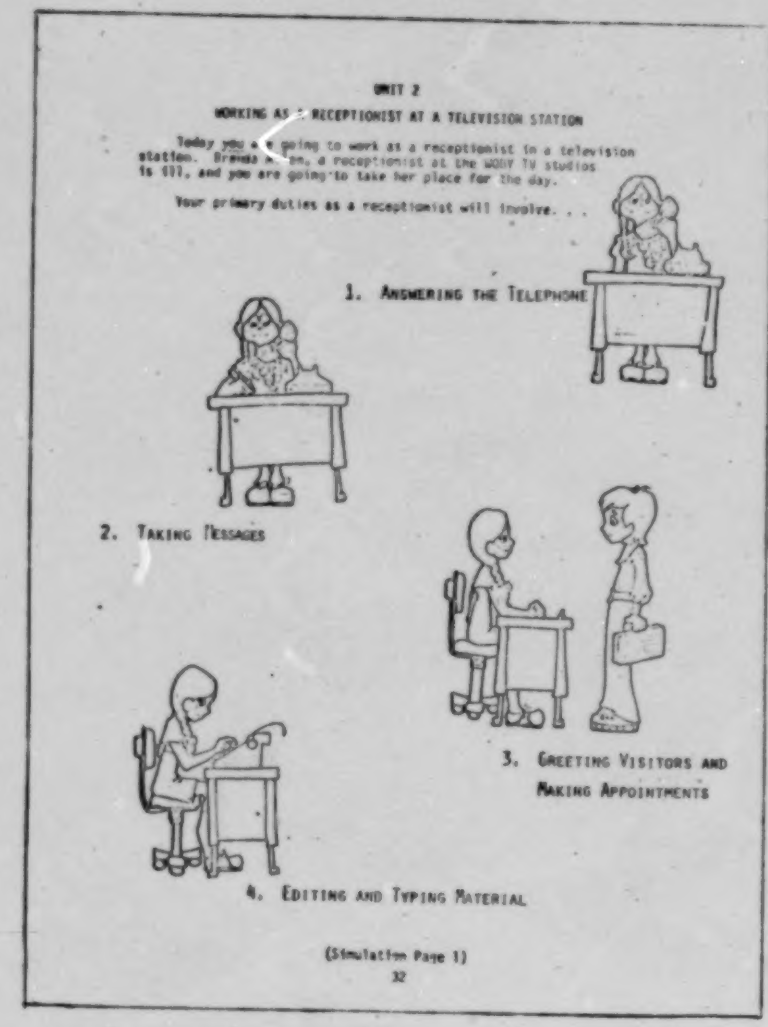
a. must be well groomed.

b. should enjoy meeting people.

c. should use standard English in speaking clearly and precisely.

d. must be pleasant and courteous.

e. should screen callers and visitors. Emphasize that employers often can not -- or do not want to -- receive all callers.



UNIT 2

WORKING AS A RECEPTIONIST AT A TELEVISION STATION

Today you are going to work as a receptionist in a television station. Brenda A[illegible]on, a receptionist at the WQUY TV studios is ill, and you are going to take her place for the day.

Your primary duties as a receptionist will involve. . .

1. Answering the Telephone

2. Taking Messages

3. Greeting Visitors and Making Appointments

4. Editing and Typing Material

(Simulation Page 1)
32

Simulation page 2

CHECK:

The preferred answers are checked in the illustration at the right and shown below:

Standard English usage requires:

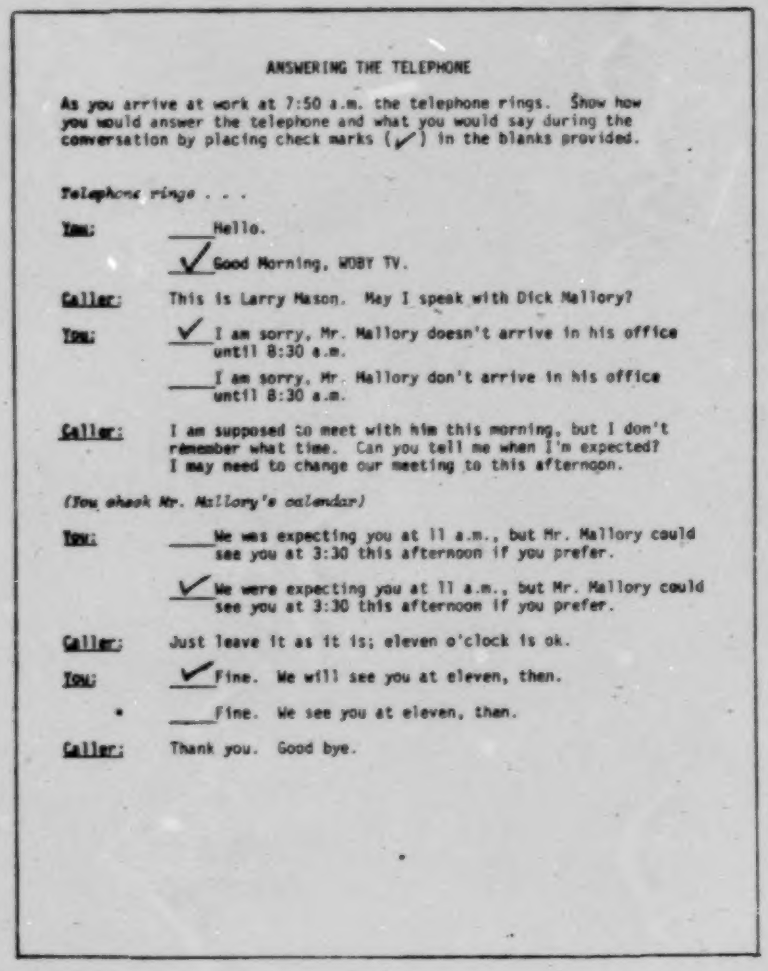
Mr. Mallory doesn't

We were expecting

We will see

Optional Discussion Topic

- It is good business practice to answer the phone by saying the name of the company. *Why?*
- Discuss the types of information one should be sure to ask for when taking a message from a caller -- name, complete telephone number, message, and so forth.



ANSWERING THE TELEPHONE

As you arrive at work at 7:50 a.m. the telephone rings. Show how you would answer the telephone and what you would say during the conversation by placing check marks (✓) in the blanks provided.

Telephone rings . . .

You: ____Hello.

✓ Good Morning, WOBY TV.

Caller: This is Larry Mason. May I speak with Dick Mallory?

You: ✓ I am sorry, Mr. Mallory doesn't arrive in his office until 8:30 a.m.

____I am sorry, Mr. Mallory don't arrive in his office until 8:30 a.m.

Caller: I am supposed to meet with him this morning, but I don't remember what time. Can you tell me when I'm expected? I may need to change our meeting to this afternoon.

(You check Mr. Mallory's calendar)

You: ____We was expecting you at 11 a.m., but Mr. Mallory could see you at 3:30 this afternoon if you prefer.

✓ We were expecting you at 11 a.m., but Mr. Mallory could see you at 3:30 this afternoon if you prefer.

Caller: Just leave it as it is; eleven o'clock is ok.

You: ✓ Fine. We will see you at eleven, then.

____Fine. We see you at eleven, then.

Caller: Thank you. Good bye.

Simulation page 3

CHECK:
Students should have used the correct verb form (Dave Owens *doesn't* or *does not*) in the messages they wrote. Read aloud the handwritten information on Phone-O-Gram at the at the right so students can check their forms. (Messages may vary, but correct verb forms should have been used.)

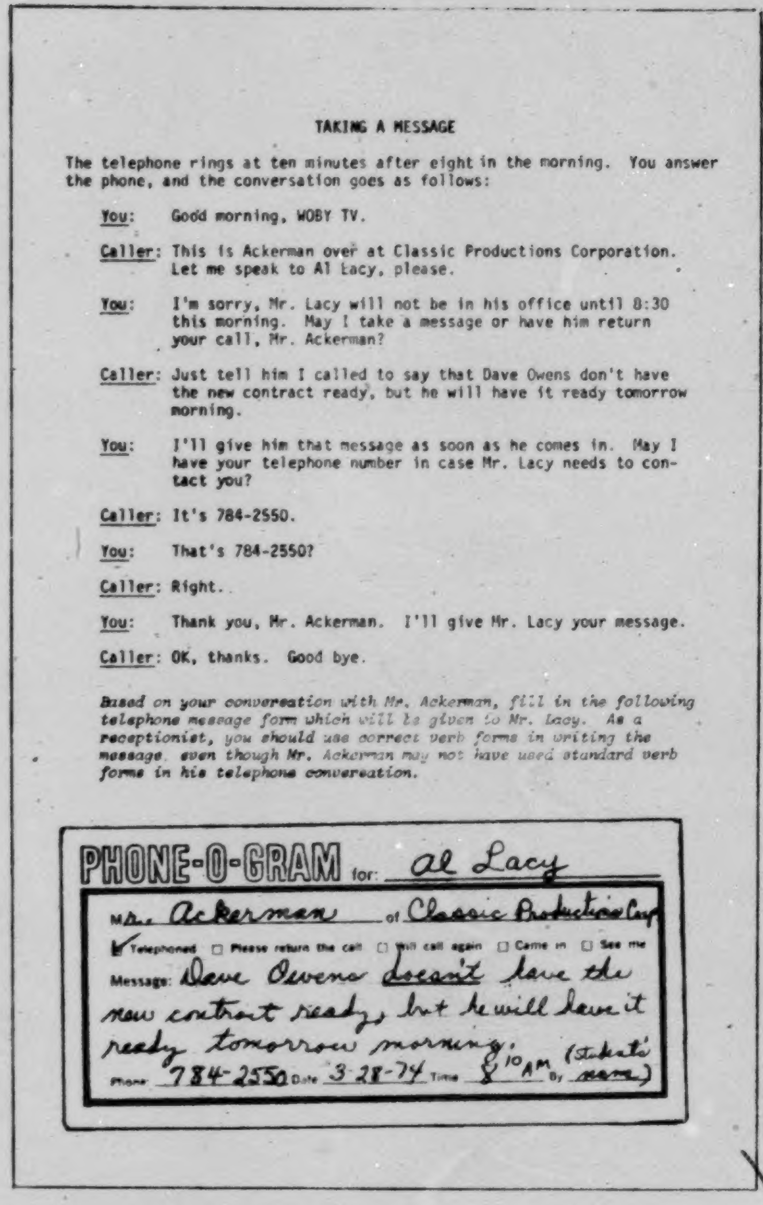
Optional Discussion Topics

. Mr. Ackerman used a verb which does not agree with its subject in number. Ask students to find the verb. (*don't*)

Explain that many times people use verbs when talking informally that are not standard English. When writing messages, however, it is good business practice to write the message in standard English. A receptionist who does not use standard English will generally not keep a job long.

. The receptionist in the conversation at the right repeated the telephone number that Mr. Ackerman gave. Discuss with students the reason for this.

(Receptionist repeated the number to be sure it had been written down correctly; it is easy to make an error in writing numbers.)



TAKING A MESSAGE

The telephone rings at ten minutes after eight in the morning. You answer the phone, and the conversation goes as follows:

You: Good morning, WOBY TV.

Caller: This is Ackerman over at Classic Productions Corporation. Let me speak to Al Lacy, please.

You: I'm sorry, Mr. Lacy will not be in his office until 8:30 this morning. May I take a message or have him return your call, Mr. Ackerman?

Caller: Just tell him I called to say that Dave Owens don't have the new contract ready, but he will have it ready tomorrow morning.

You: I'll give him that message as soon as he comes in. May I have your telephone number in case Mr. Lacy needs to contact you?

Caller: It's 784-2550.

You: That's 784-2550?

Caller: Right.

You: Thank you, Mr. Ackerman. I'll give Mr. Lacy your message.

Caller: OK, thanks. Good bye.

Based on your conversation with Mr. Ackerman, fill in the following telephone message form which will be given to Mr. Lacy. As a receptionist, you should use correct verb forms in writing the message, even though Mr. Ackerman may not have used standard verb forms in his telephone conversation.

PHONE-O-GRAM for: Al Lacy

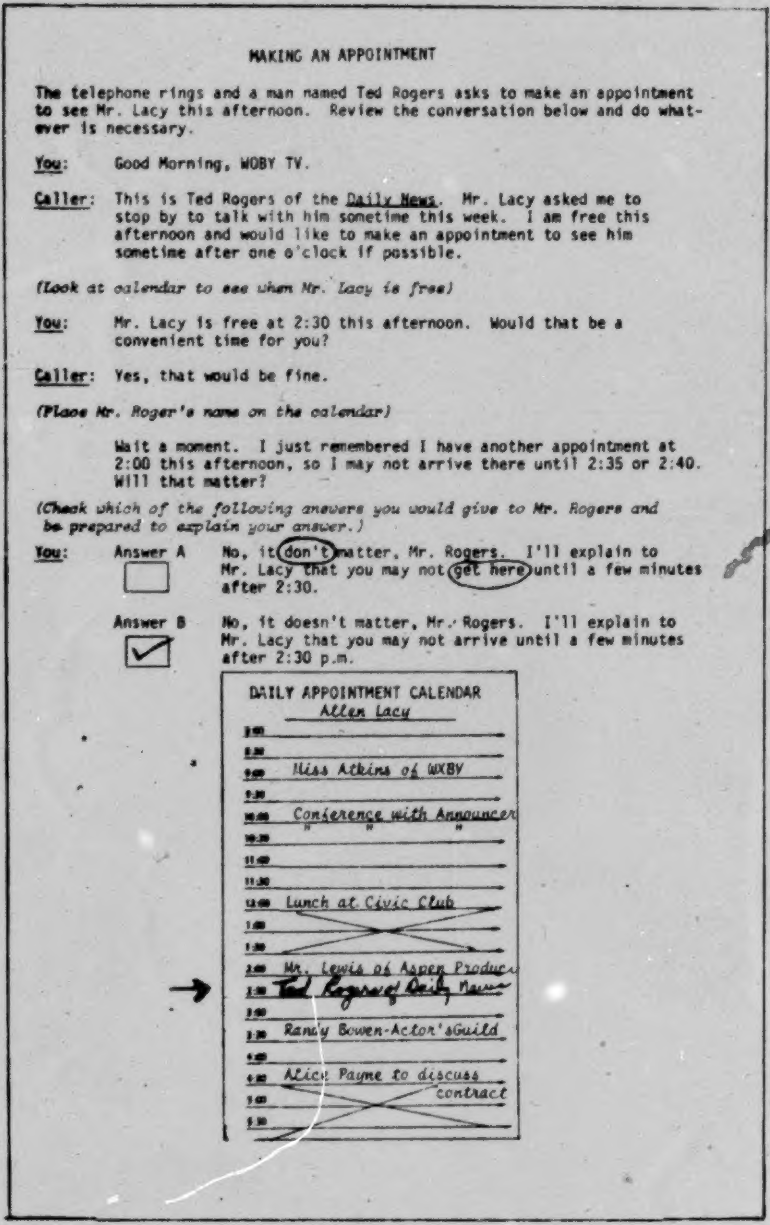
Mr. Ackerman of Classic Productions Corp

☑ Telephoned ☐ Please return the call ☐ Will call again ☐ Came in ☐ See me

Message: Dave Owens doesn't have the new contract ready, but he will have it ready tomorrow morning.

Phone 784-2550 Date 3-28-74 Time 8¹⁰ AM By (Student's name)

Simulation page 4



MAKING AN APPOINTMENT

The telephone rings and a man named Ted Rogers asks to make an appointment to see Mr. Lacy this afternoon. Review the conversation below and do whatever is necessary.

You: Good Morning, WOBY TV.

Caller: This is Ted Rogers of the Daily News. Mr. Lacy asked me to stop by to talk with him sometime this week. I am free this afternoon and would like to make an appointment to see him sometime after one o'clock if possible.

(Look at calendar to see when Mr. Lacy is free)

You: Mr. Lacy is free at 2:30 this afternoon. Would that be a convenient time for you?

Caller: Yes, that would be fine.

(Place Mr. Roger's name on the calendar)

Wait a moment. I just remembered I have another appointment at 2:00 this afternoon, so I may not arrive there until 2:35 or 2:40. Will that matter?

(Check which of the following answers you would give to Mr. Rogers and be prepared to explain your answer.)

You: Answer A ☐ No, it don't matter, Mr. Rogers. I'll explain to Mr. Lacy that you may not get here until a few minutes after 2:30.

Answer B ☑ No, it doesn't matter, Mr. Rogers. I'll explain to Mr. Lacy that you may not arrive until a few minutes after 2:30 p.m.

DAILY APPOINTMENT CALENDAR
Allen Lacy

8:00
8:30
9:00 Miss Atkins of WXBY
9:30
10:00 Conference with Announcer
10:30 " " "
11:00
11:30
12:00 Lunch at Civic Club
1:00
1:30
2:00 Mr. Lewis of Aspen Produc
→ 2:30 Ted Rogers of Daily News
3:00
3:30 Randy Bowen-Actor'sGuild
4:00
4:30 Alice Payne to discuss contract
5:00
5:30

CHECK:
Answer B is correct. Ask students to explain why.

"it doesn't" is required for subject-verb agreement

"arrive" is a better expression to use than "get here". (However, "get here" is not incorrect usage.)

Optional Discussion Topics

- Discuss the reason for writing Ted Roger's name on the calendar.

  Reason: So receptionist won't forget and give someone else an appointment for the same time. Also, so that Mr. Lacy will know that Mr. Rogers is coming to see him.

Simulation page 5

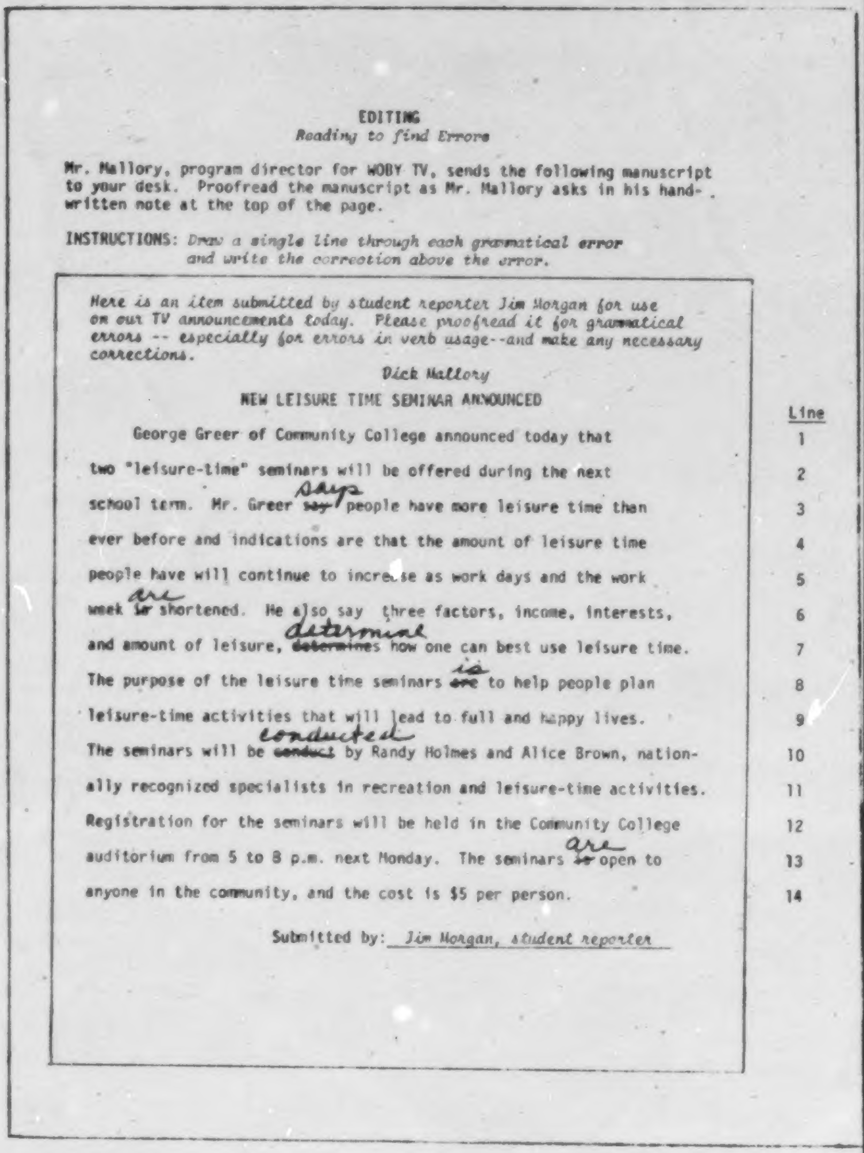
CHECK:

Verb usage errors should have been corrected as follows:

- . .work days and work week are
- . .factors. . .determine
- . .purpose. . .is
- . .seminars will be conducted
- . .seminars are

Optional Discussion Topics

- Explain that although not all receptionists are given manuscripts to edit, most are expected to type and, when typing, to correct any verb usage or other errors in the materials they type.
- You may wish to discuss what leisure time means and the idea that many people become bored when they have time *on their hands* because they have few hobbies or interests.



EDITING
Reading to find Errors

Mr. Mallory, program director for WOBY TV, sends the following manuscript to your desk. Proofread the manuscript as Mr. Mallory asks in his handwritten note at the top of the page.

INSTRUCTIONS: *Draw a single line through each grammatical error and write the correction above the error.*

Here is an item submitted by student reporter Jim Morgan for use on our TV announcements today. Please proofread it for grammatical errors -- especially for errors in verb usage--and make any necessary corrections.

Dick Mallory

NEW LEISURE TIME SEMINAR ANNOUNCED

George Greer of Community College announced today that two "leisure-time" seminars will be offered during the next school term. Mr. Greer ~~say~~ says people have more leisure time than ever before and indications are that the amount of leisure time people have will continue to increase as work days and the work week ~~is~~ are shortened. He also say three factors, income, interests, and amount of leisure, ~~determines~~ determine how one can best use leisure time. The purpose of the leisure time seminars ~~are~~ is to help people plan leisure-time activities that will lead to full and happy lives. The seminars will be ~~conduct~~ conducted by Randy Holmes and Alice Brown, nationally recognized specialists in recreation and leisure-time activities. Registration for the seminars will be held in the Community College auditorium from 5 to 8 p.m. next Monday. The seminars ~~is~~ are open to anyone in the community, and the cost is $5 per person.

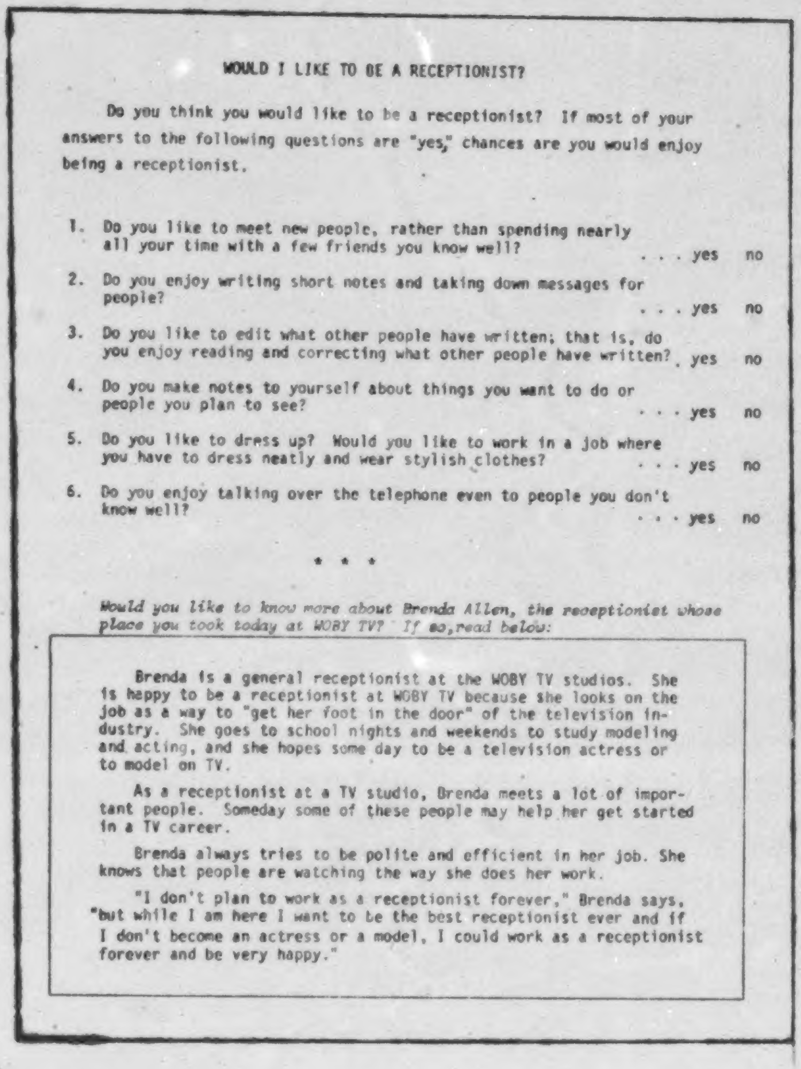
Submitted by: *Jim Morgan, student reporter*

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE TO BE A RECEPTIONIST?

Do you think you would like to be a receptionist? If most of your answers to the following questions are "yes," chances are you would enjoy being a receptionist.

1. Do you like to meet new people, rather than spending nearly all your time with a few friends you know well? . . . yes no
2. Do you enjoy writing short notes and taking down messages for people? . . . yes no
3. Do you like to edit what other people have written; that is, do you enjoy reading and correcting what other people have written? . yes no
4. Do you make notes to yourself about things you want to do or people you plan to see? . . . yes no
5. Do you like to dress up? Would you like to work in a job where you have to dress neatly and wear stylish clothes? . . . yes no
6. Do you enjoy talking over the telephone even to people you don't know well? . . . yes no

* * *

Would you like to know more about Brenda Allen, the receptionist whose place you took today at WOBY TV? If so, read below:

Brenda is a general receptionist at the WOBY TV studios. She is happy to be a receptionist at WOBY TV because she looks on the job as a way to "get her foot in the door" of the television industry. She goes to school nights and weekends to study modeling and acting, and she hopes some day to be a television actress or to model on TV.

As a receptionist at a TV studio, Brenda meets a lot of important people. Someday some of these people may help her get started in a TV career.

Brenda always tries to be polite and efficient in her job. She knows that people are watching the way she does her work.

"I don't plan to work as a receptionist forever," Brenda says, "but while I am here I want to be the best receptionist ever and if I don't become an actress or a model, I could work as a receptionist forever and be very happy."

BACKGROUND INFORMATION ON RECEPTIONISTS

The business office in nearly all organizations has a receptionist or a designated employee who performs the duties of a receptionist. The receptionist, in greeting visitors and clients and answering the telephone, provides a vital link between the organization and the public. The receptionist who provides efficient and courteous assistance to visitors and callers fosters good will for the organization and is therefore a real asset to the organization.

The duties of a receptionist vary from one organization to another, but practically all receptionists perform the following duties:

- *Attend front desk and answer the telephone*
- *Greet and announce callers*
- *Schedule appointments*
- *Keep current file on clients' names, addresses, and telephone numbers*
- *Answer routine questions and inquiries about the organization*
- *Use reference materials as necessary to answer questions*

Generally, the receptionist is pleasant, courteous, and efficient; has a clear and precise manner of speaking; uses Standard English in communicating both orally and in writing; writes legibly; types accurately; and edits material to be typed for grammar, punctuation, and spelling. (In some offices, however, the receptionist is not required to type or edit materials.) Often the only employment requirements for receptionists are a high school diploma and the characteristics mentioned above.

Currently, over 300,000 receptionists are employed in the United States, and each year through the 1970's an estimated 23,000 new jobs will become available. Approximately 95 percent of all currently employed receptionists are women, but more men may enter this career field as job stereotypes change.

Though generally receptionists do not earn a very large salary (somewhat less than qualified secretaries), taking a job as a receptionist is one way to get into an organization. Once in the organization, a receptionist might meet people who can help him or her move into other types of jobs in the organization.

STUDENT MATERIALS

Following is a six-page "Receptionist Job Simulation" which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains typical activities performed by a receptionist and requires students to make decisions regarding verb usage (subject-verb agreement and verb tense).

The teacher's key and discussion guide for the simulation are found on the preceding pages.

UNIT 2

WORKING AS A RECEPTIONIST AT A TELEVISION STATION

Today you are going to work as a receptionist in a television station. Brenda Allen, a receptionist at the WOBY TV studios is ill, and you are going to take her place for the day.

Your primary duties as a receptionist will involve. . .

1. ANSWERING THE TELEPHONE

2. TAKING MESSAGES

3. GREETING VISITORS AND MAKING APPOINTMENTS

4. EDITING AND TYPING MATERIAL

ANSWERING THE TELEPHONE

As you arrive at work at 7:50 a.m. the telephone rings. Show how you would answer the telephone and what you would say during the conversation by placing check marks (✓) in the blanks provided.

Telephone rings . . .

You: ____Hello.

____Good Morning, WOBY TV.

Caller: This is Larry Mason. May I speak with Dick Mallory?

You: ____I am sorry, Mr. Mallory doesn't arrive in his office until 8:30 a.m.

____I am sorry, Mr. Mallory don't arrive in his office until 8:30 a.m.

Caller: I am supposed to meet with him this morning, but I don't remember what time. Can you tell me when I'm expected? I may need to change our meeting to this afternoon.

(You check Mr. Mallory's calendar)

You: ____We was expecting you at 11 a.m., but Mr. Mallory could see you at 3:30 this afternoon if you prefer.

____We were expecting you at 11 a.m., but Mr. Mallory could see you at 3:30 this afternoon if you prefer.

Caller: Just leave it as it is; eleven o'clock is ok.

You: ____Fine. We will see you at eleven, then.

____Fine. We see you at eleven, then.

Caller: Thank you. Good bye.

TAKING A MESSAGE

The telephone rings at ten minutes after eight in the morning. You answer the phone, and the conversation goes as follows:

You: Good morning, WOBY TV.

Caller: This is Ackerman over at Classic Productions Corporation. Let me speak to Al Lacy, please.

You: I'm sorry, Mr. Lacy will not be in his office until 8:30 this morning. May I take a message or have him return your call, Mr. Ackerman?

Caller: Just tell him I called to say that Dave Owens don't have the new contract ready, but he will have it ready tomorrow morning.

You: I'll give him that message as soon as he comes in. May I have your telephone number in case Mr. Lacy needs to contact you?

Caller: It's 784-2550.

You: That's 784-2550?

Caller: Right.

You: Thank you, Mr. Ackerman. I'll give Mr. Lacy your message.

Caller: OK, thanks. Good bye.

Based on your conversation with Mr. Ackerman, fill in the following telephone message form which will be given to Mr. Lacy. As a receptionist, you should use correct verb forms in writing the message even though Mr. Ackerman may not have used standard verb forms in his telephone conversation.

PHONE-O-GRAM for: ____________________

M______________________________ of ______________________________

☐ Telephoned ☐ Please return the call ☐ Will call again ☐ Came in ☐ See me

Message:

Phone: ______________ Date ______________ Time ____________ By ____________

MAKING AN APPOINTMENT

The telephone rings and a man named Ted Rogers asks to make an appointment to see Mr. Lacy this afternoon. Review the conversation below and do whatever is necessary.

You: Good Morning, WOBY TV.

Caller: This is Ted Rogers of the Daily News. Mr. Lacy asked me to stop by to talk with him sometime this week. I am free this afternoon and would like to make an appointment to see him sometime after one o'clock if possible.

(Look at calendar to see when Mr. Lacy is free)

You: Mr. Lacy is free at 2:30 this afternoon. Would that be a convenient time for you?

Caller: Yes, that would be fine.

(Place Mr. Roger's name on the calendar)

Wait a moment. I just remembered I have another appointment at 2:00 this afternoon, so I may not arrive there until 2:35 or 2:40. Will that matter?

(Check which of the following answers you would give to Mr. Rogers and be prepared to explain your answer.)

You: Answer A ☐ No, it don't matter, Mr. Rogers. I'll explain to Mr. Lacy that you may not get here until a few minutes after 2:30.

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DAILY APPOINTMENT CALENDAR

Allen Lacy

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8:30	
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9:30	
10:00	*Conference with Announcer*
10:30	" " "
11:00	
11:30	
12:00	*Lunch at Civic Club*
1:00	
1:30	
2:00	*Mr. Lewis of Aspen Produc*
2:30	
3:00	
3:30	*Randy Bowen-Actor'sGuild*
4:00	
4:30	*Alice Payne to discuss contract*
5:00	
5:30	

(Simulation Page 4)

EDITING

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UNIT 3

HOW A MANAGER USES ADVERBS AND ADJECTIVES ON THE JOB AT A TV STATION

PURPOSE

This unit deals with a particular career--that of MANAGER in a TV station. The unit is designed to reinforce the student's knowledge of adverbs and adjectives and at the same time acquaint the student with the occupation of manager.

MAJOR ACTIVITY

The simulation activities that follow this sheet present activities that a program manager at a TV station would encounter in his job. These activities acquaint students with some things a manager does that might involve using adverbs and adjectives correctly.

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information of Managers" on page 47.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key to the simulation which begins on page 41.
2. Remind students to use colorful adjectives on simulation page 3.
3. Ask students to complete pages 2 through 5 of the simulation.
4. When students have finished the first five pages, go through the simulation with them, checking answers and discussing the topics shown in the teacher's key.
5. After checking the simulation exercises, have students turn to page 6 to answer the questions and discuss the topics at the top of the page.
6. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1➔ Game: "What's My Line?": The purpose of this game is to show students that managers are found in many types of organizations. To do this, either you or a student will assume the role of manager in an organization and students in the class will try to find out what type of organization you manage.

1. Divide the class into two teams.
2. Each team is allowed to ask ten questions in an attempt to discover what type of organization you manage. (Teams should alternate in asking questions.)
3. If the organization you manage is correctly guessed on the first question, the team that makes the guess receives 20 points. With each additional question asked, the point value for a correct answer decreases by one point.
4. If no team correctly guesses the type of organization after 20 questions, no points are given for the game. Give the class the answer and start the next game.
5. Keep score (you may want to appoint a scorekeeper) and the team with the most points after five games is the winner.
6. After the entire game is over, discuss with students the things that all managers have in common. (For example, all managers supervise others, make decisions, plan operation of the organization, etc.)

Suggested organizations for which you may assume the role of manager are listed below. You may want to write them on cards and have students draw a card to tell for which type of organization they will assume the role of manager.

Hotel or motel
Marina
Football team
Bookstore
Motorcycle shop
Automobile dealer
Ski resort
McDonald's Hamburger Drive-in
Pet store
Bakery
Shoe store
Grocery store

2➔ Class Discussion: Have students assume the role of office manager and discuss how they would handle the following situations.

. . . A receptionist who comes into contact with the public begins wearing Levi's and a t-shirt to work. Since the company doesn't have a formal dress code, no one has ever mentioned standards of dress to her. You are afraid other employees will follow her example and show up at work not properly attired. How would you deal with this problem?

. . . Leslie has worked for your company ten years and is one of your best workers. He is so efficient he often finishes his work ahead of schedule and goes to the other employees' desks and picks up their work to do. Some of these other employees have complained about Leslie being bossy and trying to run the place. However, since Leslie does more work than any two of them, you want to keep him happy. What actions could you take to remedy the situation?

. . . Sharon Stromberg, a secretary, calls in sick for the day but later that same afternoon you see her walking into the municipal swimming pool. What should you do?

. . . A young high school student works at the McDonald's Hamburger Drive-In that you manage. You are very pleased with the student's work, but you have noticed that he is often 5-10 minutes late for work. To avoid having his pay docked for being late, he has another student clock in for him. How would you handle this situation?

Now that students have discussed some problems a manager runs into when dealing with people, ask them:

a. Why is it important for a manager to be able to solve problems dealing with people?
b. What do you think would happen if a manager ignored "people problems" like the ones we just discussed?
c. What traits does a manager need to work well with employees?
d. What are examples of some situations in your own life that require you to work out problems involving other people?

➡ 3 Have students write a descriptive paragraph about the school lunches in your school. Ask them to use adjectives and adverbs to describe how the food looks, the manner in which it is served, and so forth.

FIELD TRIP:

. . . to a local TV or radio station to get a picture of the different types of jobs and how they interact with one another.

. . . to any business that has a manager. The possibilities are infinite, from a manager of a McDonald's Hamburger Drive-In to a manager of a football team.

. . . to a business school or business college to observe the different types of business training programs.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW:

. . . a manager from a TV or radio station

. . . a manager from a local business firm

. . . any employee working in a TV or radio station at an occupation the students are interested in.

(See Interview Guide in Appendix for procedures on conducting a class interview.)

ADDITIONAL OCCUPATIONS IN THE COMMUNICATIONS INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

(See Optional Activities section of Unit 1)

UNIT 3
TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they are acquainted with any people who are managers.

b. If so, ask whether they think that the managers they know really do the types of things described here.

c. Ask students to describe other types of work performed by the managers they know, and in what type of organizations they work.

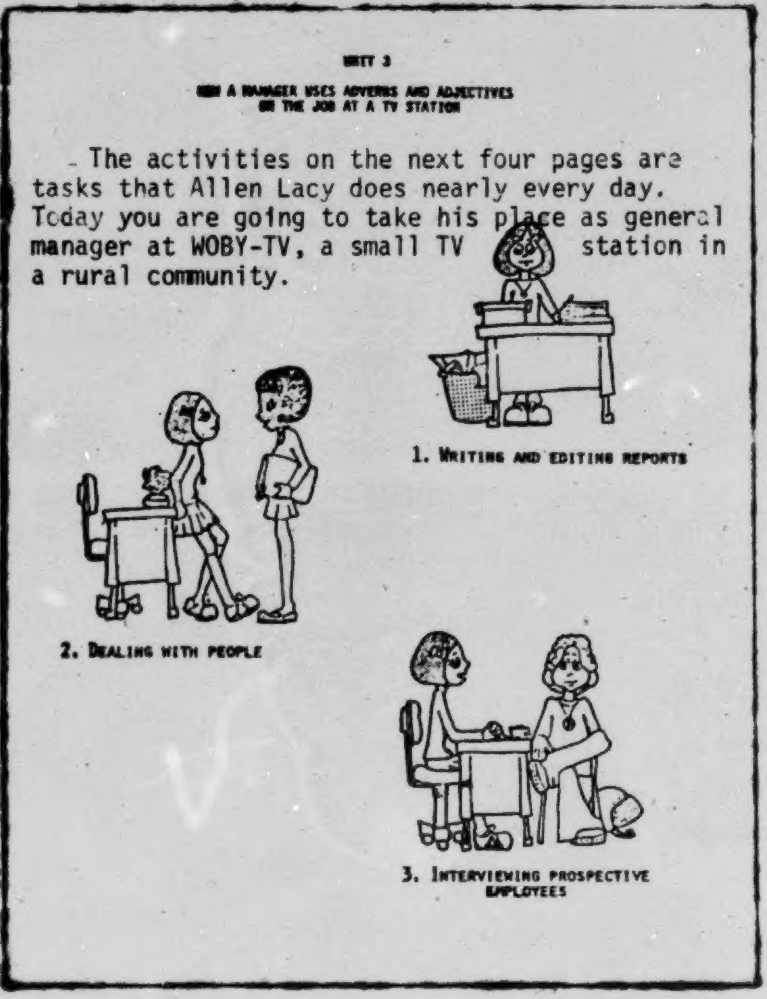
In a discussion develop the idea that managers must:

a. be able to make decisions that benefit their company.

b. be willing to oversee the work of others.

c. be effective at communicating with their employees and their superiors

d. keep abreast of changes (economic and social) which could affect their company.



UNIT 3

HOW A MANAGER USES ADVERBS AND ADJECTIVES
ON THE JOB AT A TV STATION

The activities on the next four pages are tasks that Allen Lacy does nearly every day. Today you are going to take his place as general manager at WOBY-TV, a small TV station in a rural community.

1. WRITING AND EDITING REPORTS

2. DEALING WITH PEOPLE

3. INTERVIEWING PROSPECTIVE EMPLOYEES

Simulation page 2

CHECK:

Given below are sample answers for the blank spaces. Undoubtedly, students will use some words not on this list. Discuss with students how choosing descriptive adverbs and adjectives makes the story interesting. Also, point out that the entire tone of this story depends on the type of adverbs and adjectives the student used.

1: happily, well, successfully, winningly, surprisingly, profitably, gratifyingly.

2: hard, tough, difficult, wicked several, hilly, dusty, rough, tiresome, grueling, tortuous, bumpy, rocky, steep, harsh, tedious, or easy, elementary, smooth, gradual, beautiful, grassy.

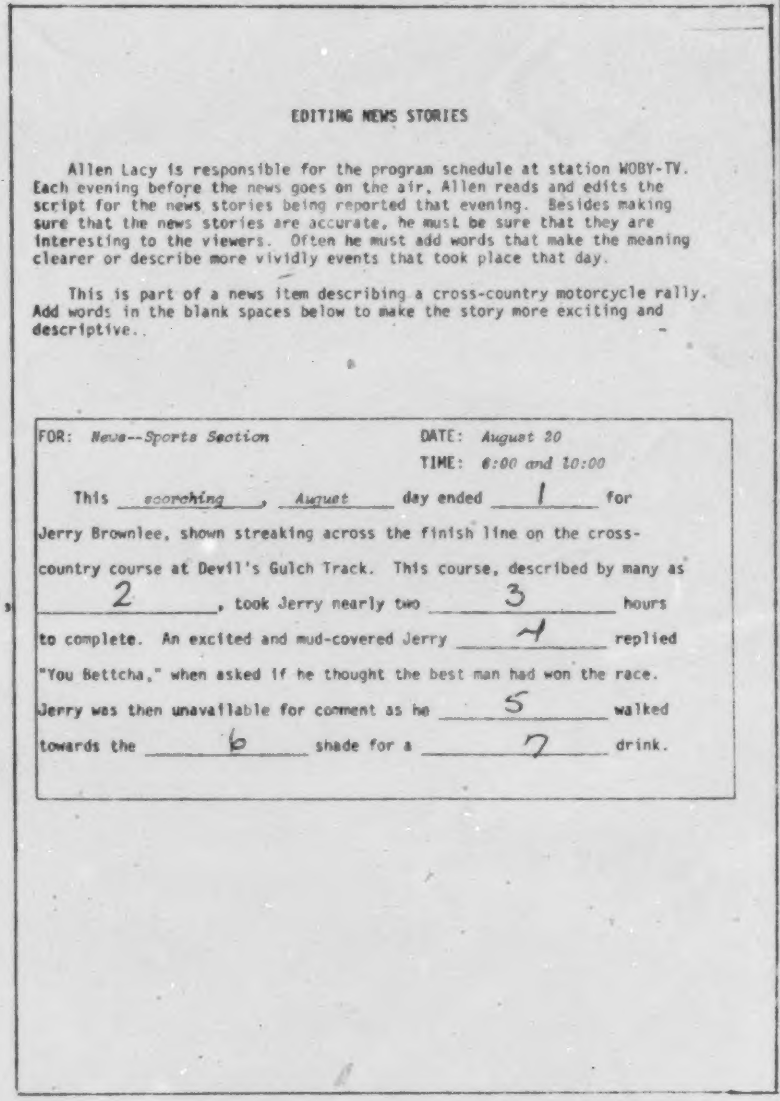
3: long, endless, tortuous, difficult, tiring, exhilarating, exciting, painful, action-packed, or leisurely, pleasant, enjoyable, short.

4: jauntily, proudly, beamingly, boastingly, self-assurably, jubilantly, exultingly, flippantly, cockily, excitedly, happily.

5: slowly, quickly, painfully, hastily, gingerly, carefully, deliberately, cautiously.

6: cool, restful, quiet, refreshing, shadowy, dim, dark, peaceful.

7: cold, refreshing, cool, big, tall, frosty, icy, frothy, foaming, carbonated, fruit.



EDITING NEWS STORIES

Allen Lacy is responsible for the program schedule at station WOBY-TV. Each evening before the news goes on the air, Allen reads and edits the script for the news stories being reported that evening. Besides making sure that the news stories are accurate, he must be sure that they are interesting to the viewers. Often he must add words that make the meaning clearer or describe more vividly events that took place that day.

This is part of a news item describing a cross-country motorcycle rally. Add words in the blank spaces below to make the story more exciting and descriptive..

FOR: *News--Sports Section*
DATE: *August 20*
TIME: *6:00 and 10:00*

This *scorching*, *August* day ended 1 for Jerry Brownlee, shown streaking across the finish line on the cross-country course at Devil's Gulch Track. This course, described by many as 2, took Jerry nearly two 3 hours to complete. An excited and mud-covered Jerry 4 replied "You Bettcha," when asked if he thought the best man had won the race. Jerry was then unavailable for comment as he 5 walked towards the 6 shade for a 7 drink.

Simulation page 3

CHECK:

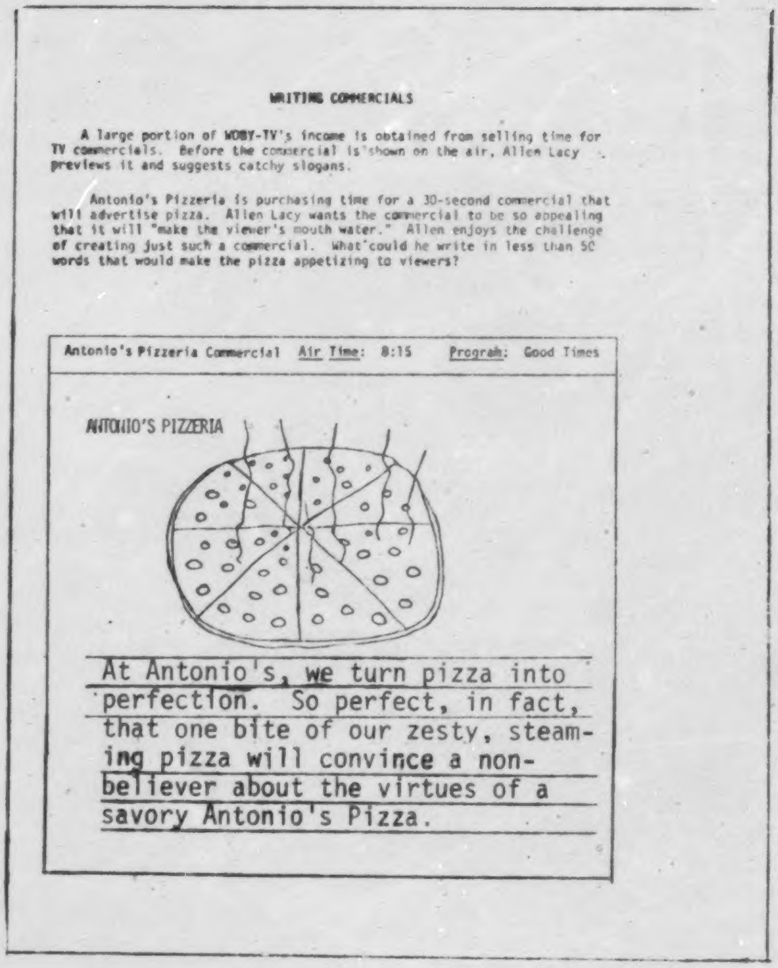
The students have used colorful and descriptive adjectives in creating a catchy advertisement.

Some possible adjectives are:

hot, spicy, steaming, flavorful, pepperoni (or any other topping), zesty, cheese-covered, tangy, delicious, delectable, tasty, savory, and so forth.

Optional Discussion Topics

- Ask students to name several commercials that appeal to them and what is it about the commercial that attracts them?
- Ask students what jobs they might like to have that include writing many advertisements.



WRITING COMMERCIALS

A large portion of WOBY-TV's income is obtained from selling time for TV commercials. Before the commercial is shown on the air, Allen Lacy previews it and suggests catchy slogans.

Antonio's Pizzeria is purchasing time for a 30-second commercial that will advertise pizza. Allen Lacy wants the commercial to be so appealing that it will "make the viewer's mouth water." Allen enjoys the challenge of creating just such a commercial. What could he write in less than 50 words that would make the pizza appetizing to viewers?

Antonio's Pizzeria Commercial Air Time: 8:15 Program: Good Times

At Antonio's, we turn pizza into perfection. So perfect, in fact, that one bite of our zesty, steaming pizza will convince a non-believer about the virtues of a savory Antonio's Pizza.

Simulation page 4

CHECK:

The incorrect words are marked through and the sentences are corrected.

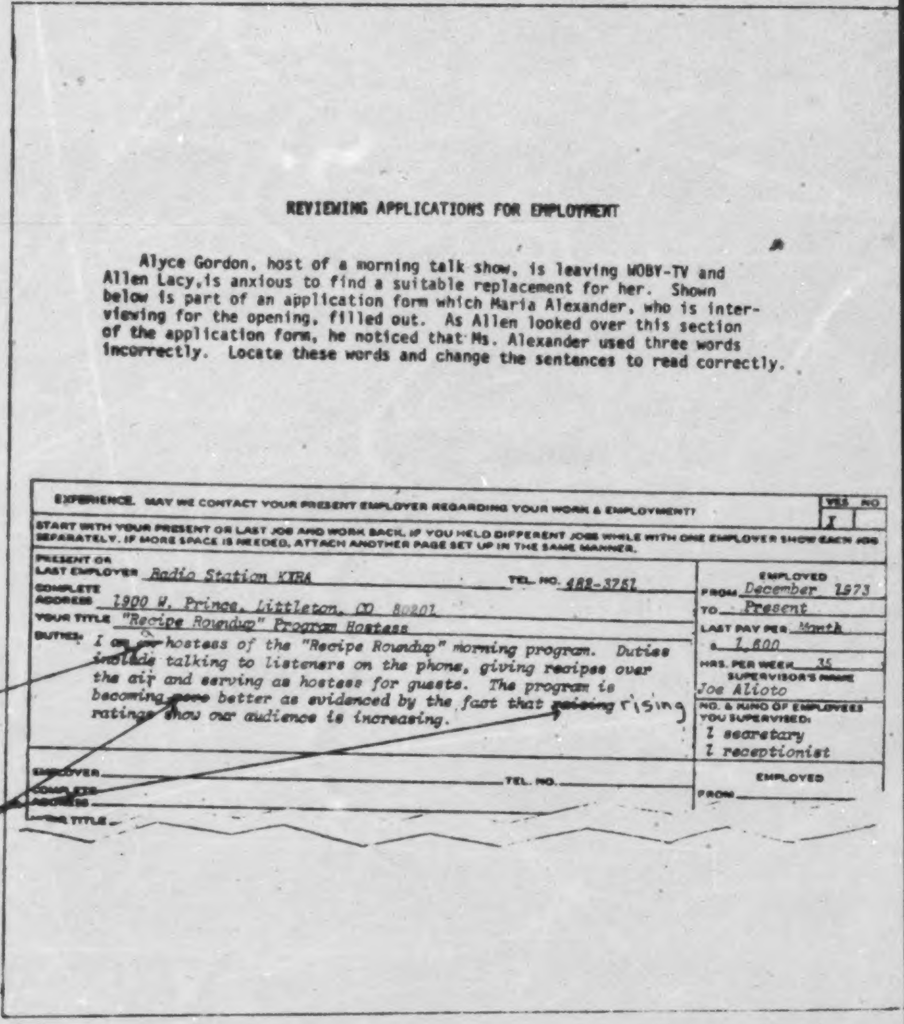
Discuss with students which errors deal with adverbs and which with adjectives.

Standard English usage dictates:

I am a hostess

is becoming ~~more~~ better

that rising ratings



REVIEWING APPLICATIONS FOR EMPLOYMENT

Alyce Gordon, host of a morning talk show, is leaving WOBY-TV and Allen Lacy, is anxious to find a suitable replacement for her. Shown below is part of an application form which Maria Alexander, who is interviewing for the opening, filled out. As Allen looked over this section of the application form, he noticed that Ms. Alexander used three words incorrectly. Locate these words and change the sentences to read correctly.

EXPERIENCE. MAY WE CONTACT YOUR PRESENT EMPLOYER REGARDING YOUR WORK & EMPLOYMENT? YES ☒ NO ☐

START WITH YOUR PRESENT OR LAST JOB AND WORK BACK. IF YOU HELD DIFFERENT JOBS WHILE WITH ONE EMPLOYER SHOW EACH JOB SEPARATELY. IF MORE SPACE IS NEEDED, ATTACH ANOTHER PAGE SET UP IN THE SAME MANNER.

PRESENT OR LAST EMPLOYER *Radio Station KYRA* TEL. NO. *482-3761*

COMPLETE ADDRESS *1900 W. Prince, Littleton, CO 80201*

YOUR TITLE *"Recipe Roundup" Program Hostess*

DUTIES: *I am ~~an~~ hostess of the "Recipe Roundup" morning program. Duties include talking to listeners on the phone, giving recipes over the air and serving as hostess for guests. The program is becoming ~~more~~ better as evidenced by the fact that ~~raising~~* rising *ratings show our audience is increasing.*

EMPLOYED FROM *December 1973*

TO *Present*

LAST PAY PER *Month*

$ *1,600*

HRS. PER WEEK *35*

SUPERVISOR'S NAME *Joe Alioto*

NO. & KIND OF EMPLOYEES YOU SUPERVISED: *1 secretary* *1 receptionist*

EMPLOYER ______ TEL. NO. ______

COMPLETE ADDRESS ______

YOUR TITLE ______

EMPLOYED FROM ______

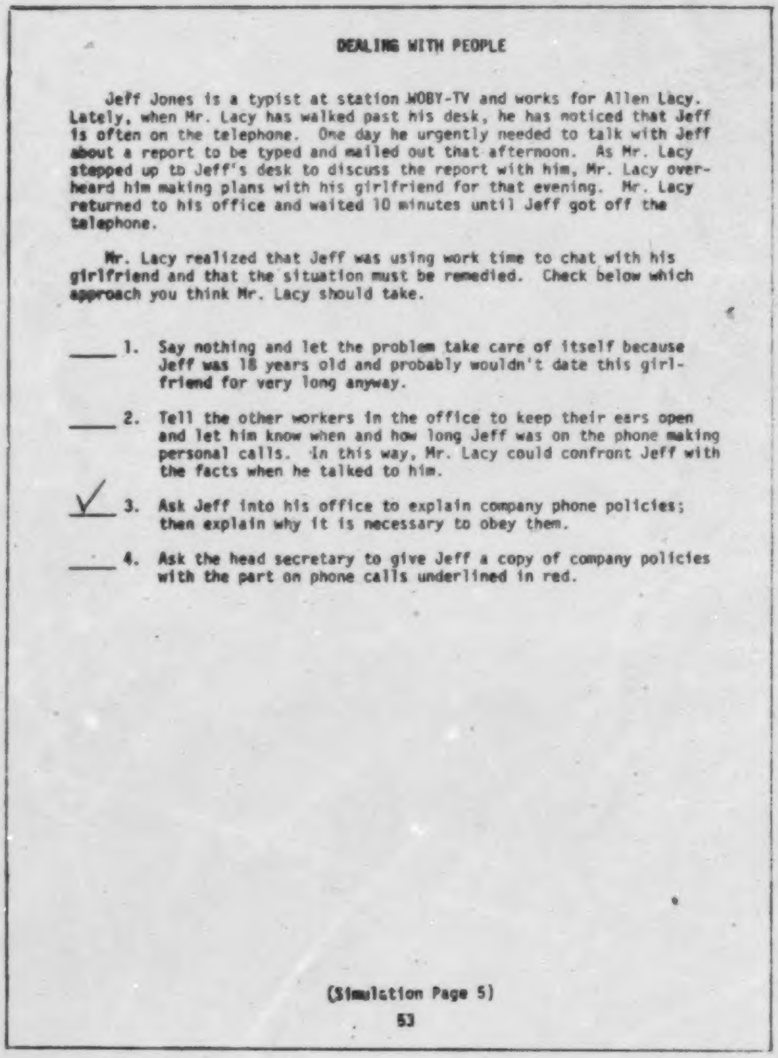
Simulation page 5

CHECK:

Number three is the ideal answer because Mr. Lacy is making certain Jeff understands company phone policy and realizes he is expected to follow the rules. If the problem of Jeff's personal phone calls arose again, Mr. Lacy would have grounds for disciplinary action.

Optional Discussion Topic

. Discuss with students which answers they chose. Ask the students what reason they had for making the various choices.



DEALING WITH PEOPLE

Jeff Jones is a typist at station WOBY-TV and works for Allen Lacy. Lately, when Mr. Lacy has walked past his desk, he has noticed that Jeff is often on the telephone. One day he urgently needed to talk with Jeff about a report to be typed and mailed out that afternoon. As Mr. Lacy stepped up to Jeff's desk to discuss the report with him, Mr. Lacy overheard him making plans with his girlfriend for that evening. Mr. Lacy returned to his office and waited 10 minutes until Jeff got off the telephone.

Mr. Lacy realized that Jeff was using work time to chat with his girlfriend and that the situation must be remedied. Check below which approach you think Mr. Lacy should take.

____ 1. Say nothing and let the problem take care of itself because Jeff was 18 years old and probably wouldn't date this girlfriend for very long anyway.

____ 2. Tell the other workers in the office to keep their ears open and let him know when and how long Jeff was on the phone making personal calls. In this way, Mr. Lacy could confront Jeff with the facts when he talked to him.

✓ 3. Ask Jeff into his office to explain company phone policies; then explain why it is necessary to obey them.

____ 4. Ask the head secretary to give Jeff a copy of company policies with the part on phone calls underlined in red.

(Simulation Page 5)

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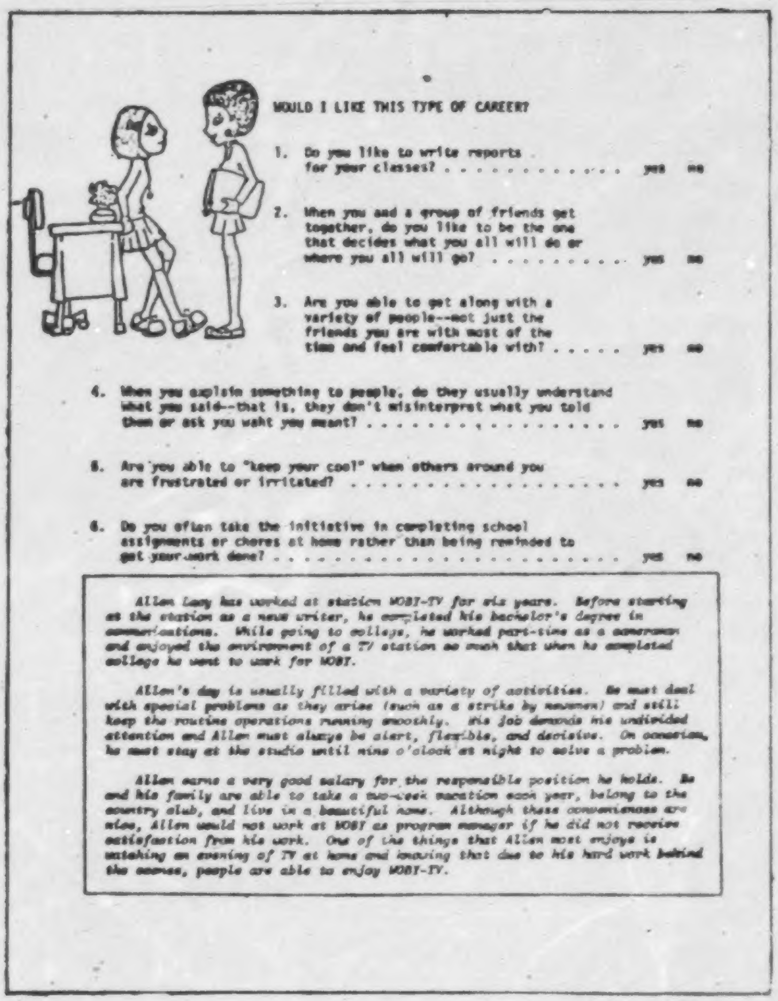
Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify available resources for interested students to use in explaining this occupation in greater depth. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE THIS TYPE OF CAREER?

1. Do you like to write reports for your classes? . . . . yes no

2. When you and a group of friends get together, do you like to be the one that decides what you all will do or where you all will go? . . . . yes no

3. Are you able to get along with a variety of people--not just the friends you are with most of the time and feel comfortable with? . . . . . yes no

4. When you explain something to people, do they usually understand what you said--that is, they don't misinterpret what you told them or ask you waht you meant? . . . . yes no

5. Are you able to "keep your cool" when others around you are frustrated or irritated? . . . . yes no

6. Do you often take the initiative in completing school assignments or chores at home rather than being reminded to get your work done? . . . . yes no

Allen Lamy has worked at station WOBY-TV for six years. Before starting at the station as a news writer, he completed his bachelor's degree in communications. While going to college, he worked part-time as a cameraman and enjoyed the environment of a TV station so much that when he completed college he went to work for WOBY.

Allen's day is usually filled with a variety of activities. He must deal with special problems as they arise (such as a strike by newsmen) and still keep the routine operations running smoothly. His job demands his undivided attention and Allen must always be alert, flexible, and decisive. On occasion, he must stay at the studio until nine o'clock at night to solve a problem.

Allen earns a very good salary for the responsible position he holds. He and his family are able to take a two-week vacation each year, belong to the country club, and live in a beautiful home. Although these conveniences are nice, Allen would not work at WOBY as program manager if he did not receive satisfaction from his work. One of the things that Allen most enjoys is watching an evening of TV at home and knowing that due to his hard work behind the scenes, people are able to enjoy WOBY-TV.

BACKGROUND INFORMATION ON MANAGERS

There are managers in many different fields (and at many levels) within the business sphere. However, all managers (from the one-man-business to the top managers of large corporations) have much in common. Their main job is leading their organization toward its specified objectives. This is called "Management By Objectives".

Main Tasks	. *Helps formulate and attain organization goals and objectives* . *Plans and implements company (or department) policies and procedures (such as Sales, Accounting, etc.)* . *Writes and analyzes company reports* . *Makes decisions regarding budgets, contracts, and similar matters* . *Communicates with both company personnel and the public through correspondence, telephone, meetings, etc.* . *Supervises employees; directs and plans work of others*
Often Done	. *Represents company to the public* . *Manages support services (such as maintenance on equipment)* . *Oversees development of new products* . *Advises organization in specialized areas (such as scientific, engineering, or data processing)*
Skills and Capabilities Required	. *Communicates needs and wants to personnel clearly and tactfully* . *Deals with people effectively, delegates authority and exerts consistent leadership* . *Is decisive* . *Has good working knowledge of company functions and policies, as well as basic overall understanding of economics, accounting, human relations, finance, etc. (Degree in Business Administration, or related field, is often required.)*

STUDENT MATERIALS

Following is a six-page "Manager Job Simulation" which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains activities that might be performed by a manager and it requires students to make decisions regarding adjective and adverb usage.

The teacher's key and discussion guide for the simulation are found on the preceding pages.

UNIT 3

HOW A MANAGER USES ADVERBS AND ADJECTIVES ON THE JOB AT A TV STATION

The activities on the next four pages are tasks that Allen Lacy does nearly everyday. Today you are going to take his place as general manager at WOBY-TV, a small TV station in a rural community.

1. WRITING AND EDITING REPORTS

2. DEALING WITH PEOPLE

3. INTERVIEWING PROSPECTIVE EMPLOYEES

(Simulation Page 1)

EDITING NEWS STORIES

Allen Lacy is responsible for the program schedule at station WOBY-TV. Each evening before the news goes on the air, Allen reads and edits the script for the news stories being reported that evening. Besides making sure that the news stories are accurate, he must be sure that they are interesting to the viewers. Often he must add words that make the meaning clearer or describe more vividly events that took place that day.

This is part of a news item describing a cross-country motorcycle rally. Add words in the blank spaces below to make the story more exciting and descriptive.

FOR: *News--Sports Section* DATE: *August 20*
TIME: *6:00 and 10:00*

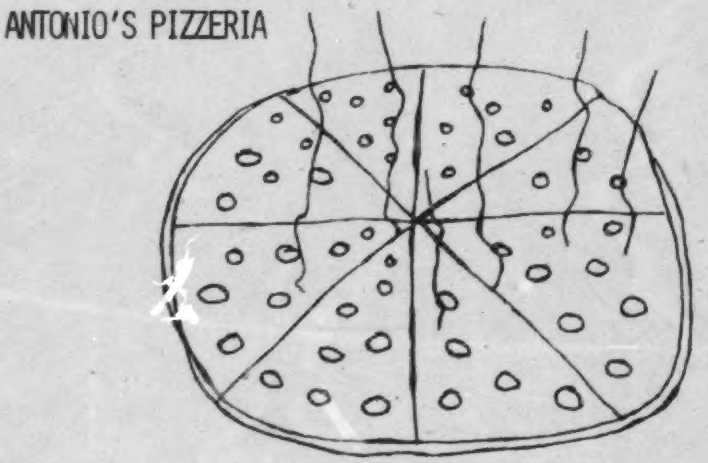
This *scorching*, *August* day ended ____________ for Jerry Brownlee, shown streaking across the finish line on the cross-country course at Devil's Gulch Track. This course, described by many as ______________, took Jerry nearly two ______________ hours to complete. An excited and mud-covered Jerry ______________ replied "You Bettcha," when asked if he thought the best man had won the race. Jerry was then unavailable for comment as he ______________ walked towards the ______________ shade for a ______________ drink.

WRITING COMMERCIALS

A large portion of WOBY-TV's income is obtained from selling time for TV commercials. Before the commercial is shown on the air, Allen Lacy previews it and suggests catchy slogans.

Antonio's Pizzeria is purchasing time for a 30-second commercial that will advertise pizza. Allen Lacy wants the commercial to be so appealing that it will "make the viewer's mouth water." Allen enjoys the challenge of creating just such a commercial. What could he write in less than 50 words that would make the pizza appetizing to viewers?

Antonio's Pizzeria Commercial **Air Time:** 8:15 **Program:** Good Times



____

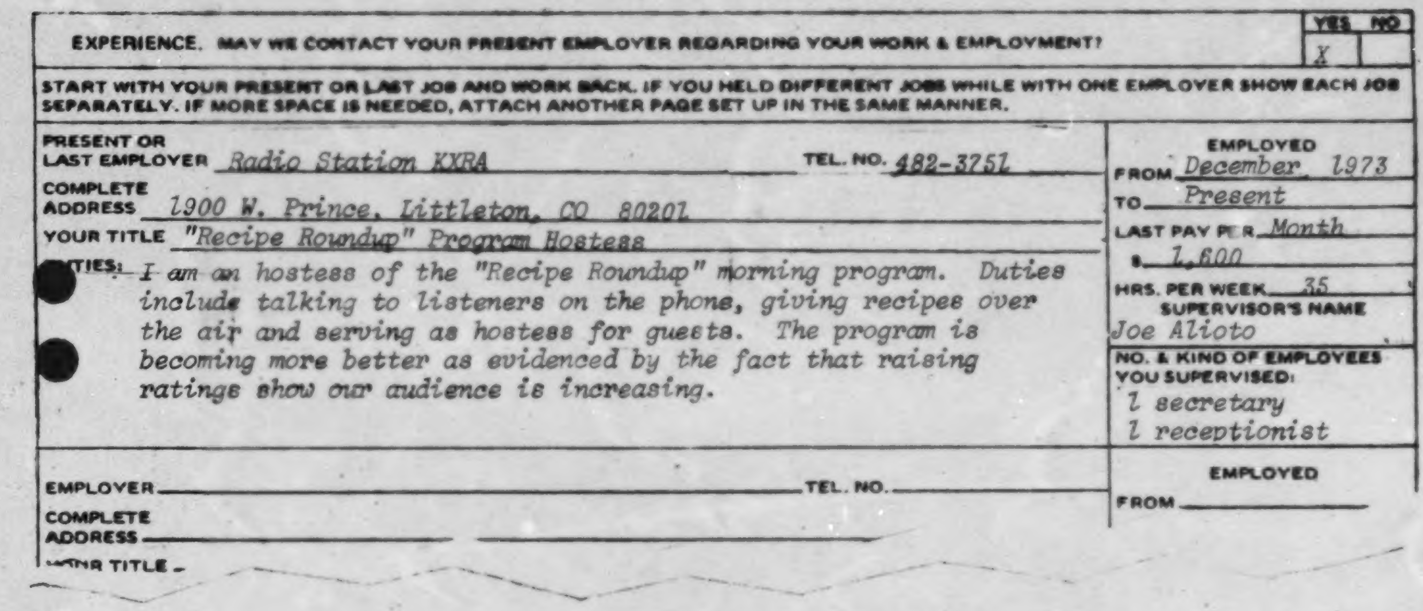
____

____

(Simulation Page 3)

REVIEWING APPLICATIONS FOR EMPLOYMENT

Alyce Gordon, host of a morning talk show, is leaving WOBY-TV and Allen Lacy,is anxious to find a suitable replacement for her. Shown below is part of an application form which Maria Alexander, who is interviewing for the opening, filled out. As Allen looked over this section of the application form, he noticed that Ms. Alexander used three words incorrectly. Locate these words and change the sentences to read correctly.



EXPERIENCE. MAY WE CONTACT YOUR PRESENT EMPLOYER REGARDING YOUR WORK & EMPLOYMENT? YES ☒ NO ☐

START WITH YOUR PRESENT OR LAST JOB AND WORK BACK. IF YOU HELD DIFFERENT JOBS WHILE WITH ONE EMPLOYER SHOW EACH JOB SEPARATELY. IF MORE SPACE IS NEEDED, ATTACH ANOTHER PAGE SET UP IN THE SAME MANNER.

PRESENT OR LAST EMPLOYER Radio Station KXRA TEL. NO. 482-3751
COMPLETE ADDRESS 1900 W. Prince, Littleton, CO 80201
YOUR TITLE "Recipe Roundup" Program Hostess
TIES: I am an hostess of the "Recipe Roundup" morning program. Duties include talking to listeners on the phone, giving recipes over the air and serving as hostess for guests. The program is becoming more better as evidenced by the fact that raising ratings show our audience is increasing.

EMPLOYED
FROM December 1973
TO Present
LAST PAY PER Month
$ 1,600
HRS. PER WEEK 35
SUPERVISOR'S NAME
Joe Alioto
NO. & KIND OF EMPLOYEES YOU SUPERVISED:
1 secretary
1 receptionist

EMPLOYER TEL. NO.
COMPLETE ADDRESS
YOUR TITLE
EMPLOYED
FROM

DEALING WITH PEOPLE

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_____ 3. Ask Jeff into his office to explain company phone policies; then explain why it is necessary to obey them.

_____ 4. Ask the head secretary to give Jeff a copy of company policies with the part on phone calls underlined in red.

(Simulation Page 5)

WOULD I LIKE THIS TYPE OF CAREER?

Read the questions below and circle either "yes" or "no". If most of your answers are "yes", you have some of the traits required to be a manager.

1. Do you like to write reports for your classes? . . . . yes no
2. When you and a group of friends get together, do you like to be the one who decides what you all will do or where you all will go? . . . . yes no
3. Are you able to get along with a variety of people--not just the friends you are with most of the time and feel comfortable with? . . . . yes no
4. When you explain something to people, do they usually understand what you said--that is, they don't misinterpret what you told them or ask you what you meant? . . . . yes no
5. Are you able to "keep your cool" when others around you are frustrated or irritated? . . . . yes no
6. Do you often take the initiative in completing school assignments or chores at home rather than being reminded to get your work done? . . yes no
7. Do your personal strengths match those needed by a manager? . . . . yes no
8. Would you like to be a manager? . . . . yes no

Allen Lacy has worked at station WOBY-TV for six years. Before starting at the station as a news writer, he completed his bachelor's degree in communications. While going to college, he worked part-time as a cameraman and enjoyed the environment of a TV station so much that when he completed college he went to work for WOBY.

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(Simulation Page 6)

UNIT 4

A PROMOTION MANAGER

FOR WOBY TELEVISION STATION

(USING CONJUNCTIONS; PREPOSITIONS; AND INTERJECTIONS)

PURPOSE

The purpose of this unit is to help students reinforce their knowledge of standard English usage (conjunctions, prepositions, interjections) while acquainting them with the type of work performed by a PROMOTION MANAGER.

MAJOR ACTIVITY

The major activity of this unit is a six-page simulation of the work performed by Ed Roosevelt, a promotion manager employed by a television studio. The simulation contains activities typical of those performed by managers in many organizations, and the activities require students to apply their knowledge of standard English usage. The suggested procedures for administering the simulation are as follows:

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.

2. Read "Background Information on Promotion Managers" on page 66.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key, which begins on page 60.
2. Ask students to complete pages 2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first five pages, go through the simulation with them. Check and discuss answers and discuss the other topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 of the simulation packet to answer the questions and discuss the topics shown on that page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1. Have students select five of their favorite movie or TV stars or musical groups; then research the five stars or groups to find as much information as they can about each. (Suggestion: divide the class into five groups and have each group research one star or group.)

   Assume the stars are going to appear in a marathon benefit to raise money for crippled children (or other). The students are to prepare posters, newspaper ads, radio and TV spot announcements, etc., to advertise the stars and tell about the benefit. (Suggestion: this activity provides a good opportunity for a joint activity of the English and art classes.)

   The class may want to appoint a Promotion Manager to coordinate the activities of the class or of groups within the class.

2. Play The Management Game*. In this game, students see how a good manager may take a given action and make it seem appropriate to a number of situations. In other words, the game is designed to show the importance of diplomacy in manager activities.

   Preparation:

   (1) Make one set of Situation Cards (page 58) and one set of Manager Action cards (page 59).

   (2) Divide the class into two teams of 12 or fewer students each, with an equal number on each team. One team is named the "Situation Team" and the other the "Manager Action Team."

   (3) Assign the remaining students to be the panel of judges who determine which team scores each point.

   Procedures:

   (1) One person from the Situation Team draws a situation card and one person from the Manager Team draws an action card.

   (2) The person from the Situation Team presents the situation described on the card he drew. The person from the Manager Team must use the action described on the card he has drawn to respond to the situation--making his action seem logical. He will have 30 seconds to think out his strategy after the situation has been presented.

   Example: You may think that a situation in which a worm was found in your coffee beans couldn't possibly be acted on by writing a letter of compliment. However, you can make this action seem logical. A letter of compliment would be written about the fine quality of the beans, your faith in the sanitation standards of the company, and the health and cleanliness of the worm.

   (3) The judge(s) will decide whether the action taken by the "Manager" seemed logical. If the action is judged to be "logical," the action team gets the point; if not, the situation team gets the point. The team with the most points wins.

---

*This activity is adapted from Consumer Education Curriculum Modules: A Spiral-Process Approach (HEW Project Grant No. OEC-0-72-4678).

FIELD TRIP:

. . .to a local radio or TV station to observe the complete operation of a station and learn more about communications careers, including management careers.

. . .to any local business or manufacturing firm to learn more about the work performed by managers, especially managers charged with the responsibily of promoting the products or services of the firm.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW:

. . .a promotion manager of a TV or radio station

. . .a promotion manager or general manager of any local firm.

. . .an employee in any occupation that students are interested in at a radio or TV station.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ADDITIONAL OCCUPATIONS IN THE COMMUNICATIONS INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

(See Optional Activities section of Unit 1)

SITUATION CARDS

You order some paper for immediate delivery and the stationery supply store loses the order.	Your secretary gives you a box of chocolates.	You receive many compliments on an expensive picture you have hanging in your office.
The price on an electronic calculator was $989.50. When the bill comes the price on it is $999.50.	You have the office draperies cleaned and they fall apart.	You have just received an unexpected raise in salary.
The phone company bills your organization for a long distance call you didn't make.	You went to a convention and paid for first class on a plane flight. You were seated in the rear of the plane.	The repairman just overhauled your typewriter. Now it sounds like a jackhammer.
Your secretary worked three hours overtime to finish a special project for you.	You paid for a dozen ink pens and the box only had 10 in it.	A $50 plant you bought for the office died two days after you bought it.

ACTION CARDS

Cut on Lines:

SCREAM	WRITE A LETTER OF COMPLAINT	REPORT THE INCIDENT TO A CONSUMER'S BUREAU
PICKET	FORM A CONSUMER GROUP TO PROTECT OTHERS	WRITE A NASTY LETTER
FILE SUIT	REQUEST A REFUND	WRITE A LETTER OF COMPLIMENT
RETURN IT AND COMPLAIN	MAKE A PUBLIC SPEECH ON FRAUDULENT PRACTICES	WRITE A LETTER TO YOUR NEWSPAPER EDITOR

UNIT 4

TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

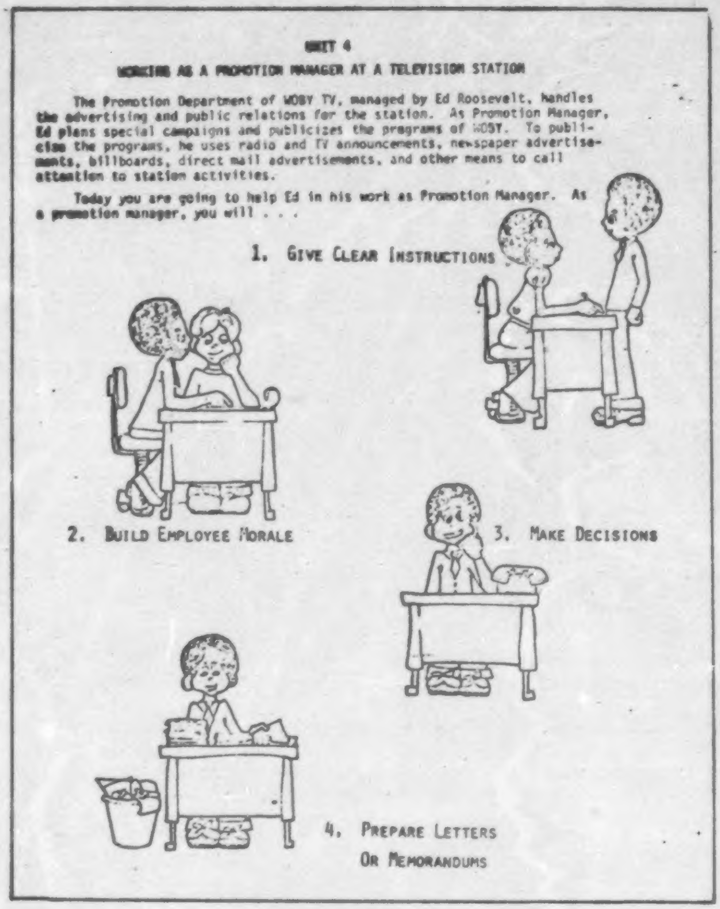
a. Ask students whether they know anyone whose job is to promote a product or service.

b. Ask students what traits they believe are important in promoting products and activities.

Next, ask them to think to themselves which of these these traits they possess.

Emphasize that different people possess different traits; it is not necessary or good for all of us to possess the same traits.

c. Develop the idea that a manager should build the morale of the people he or she supervises. Ask students to suggest ways a manager can enhance the self-images of others.



UNIT 4

WORKING AS A PROMOTION MANAGER AT A TELEVISION STATION

The Promotion Department of WOBY TV, managed by Ed Roosevelt, handles the advertising and public relations for the station. As Promotion Manager, Ed plans special campaigns and publicizes the programs of WOBY. To publicize the programs, he uses radio and TV announcements, newspaper advertisements, billboards, direct mail advertisements, and other means to call attention to station activities.

Today you are going to help Ed in his work as Promotion Manager. As a promotion manager, you will . . .

1. GIVE CLEAR INSTRUCTIONS

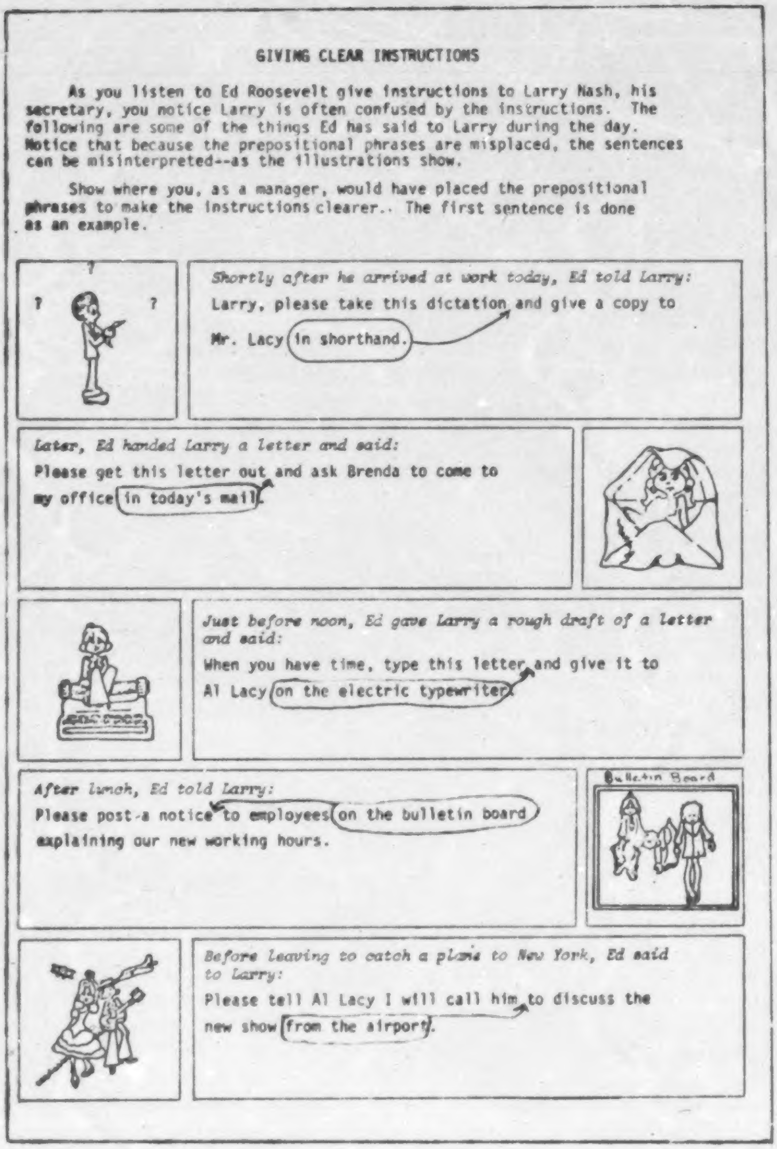
2. BUILD EMPLOYEE MORALE

3. MAKE DECISIONS

4. PREPARE LETTERS OR MEMORANDUMS

CHECK:

Correct placement of prepositional phrases should be indicated as shown in the illustration at the right.


?
?
?
Bulletin Board

GIVING CLEAR INSTRUCTIONS

As you listen to Ed Roosevelt give instructions to Larry Nash, his secretary, you notice Larry is often confused by the instructions. The following are some of the things Ed has said to Larry during the day. Notice that because the prepositional phrases are misplaced, the sentences can be misinterpreted--as the illustrations show.

Show where you, as a manager, would have placed the prepositional phrases to make the instructions clearer. The first sentence is done as an example.

Shortly after he arrived at work today, Ed told Larry:

Larry, please take this dictation and give a copy to Mr. Lacy in shorthand.

Later, Ed handed Larry a letter and said:

Please get this letter out and ask Brenda to come to my office in today's mail.

Just before noon, Ed gave Larry a rough draft of a letter and said:

When you have time, type this letter and give it to Al Lacy on the electric typewriter.

After lunch, Ed told Larry:

Please post a notice to employees on the bulletin board explaining our new working hours.

Before leaving to catch a plane to New York, Ed said to Larry:

Please tell Al Lacy I will call him to discuss the new show from the airport.

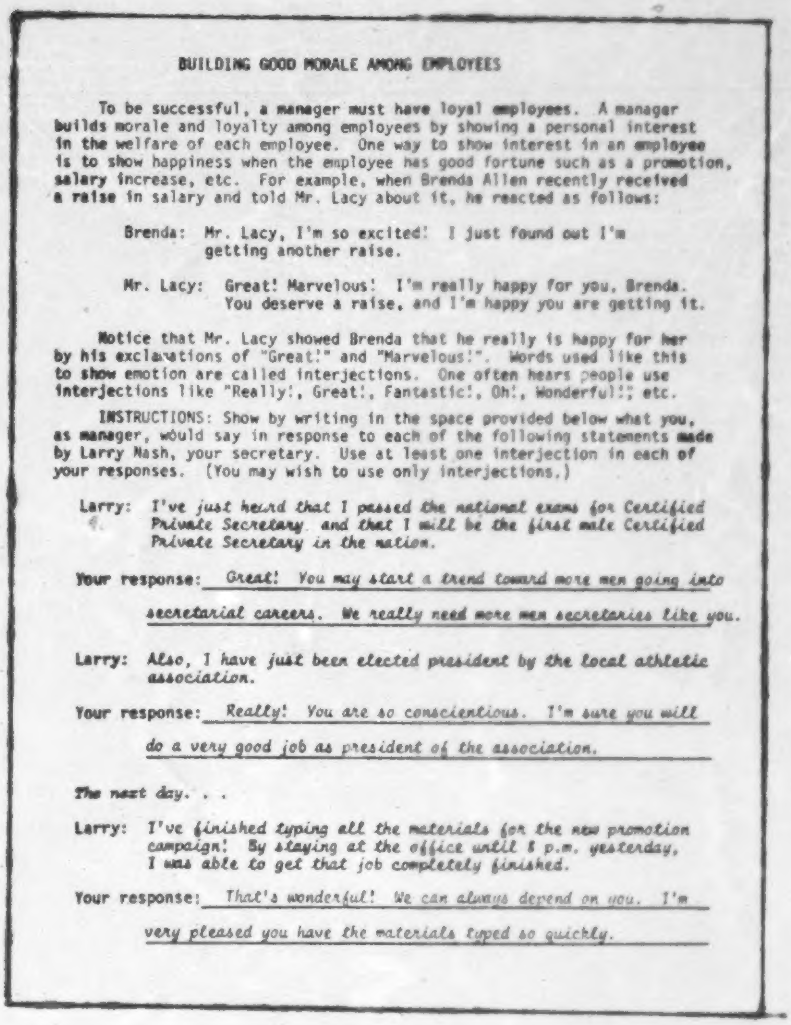
Optional Discussion Topics

. Have each student make up or find an example of a sentence in which a misplaced prepositional phrase changes the meaning of the sentence or makes the sentence ambiguous. Students might draw cartoons to illustrate the confusion caused by the misplaced phrases in the sentences they submit.

Simulation page 3

CHECK:

Sample responses are shown in the illustration at the right. Student responses will vary, but they should all begin with an interjection.



BUILDING GOOD MORALE AMONG EMPLOYEES

To be successful, a manager must have loyal employees. A manager builds morale and loyalty among employees by showing a personal interest in the welfare of each employee. One way to show interest in an employee is to show happiness when the employee has good fortune such as a promotion, salary increase, etc. For example, when Brenda Allen recently received a raise in salary and told Mr. Lacy about it, he reacted as follows:

Brenda: Mr. Lacy, I'm so excited! I just found out I'm getting another raise.

Mr. Lacy: Great! Marvelous! I'm really happy for you, Brenda. You deserve a raise, and I'm happy you are getting it.

Notice that Mr. Lacy showed Brenda that he really is happy for her by his exclamations of "Great!" and "Marvelous!". Words used like this to show emotion are called interjections. One often hears people use interjections like "Really!, Great!, Fantastic!, Oh!, Wonderful!," etc.

INSTRUCTIONS: Show by writing in the space provided below what you, as manager, would say in response to each of the following statements made by Larry Nash, your secretary. Use at least one interjection in each of your responses. (You may wish to use only interjections.)

Larry: *I've just heard that I passed the national exams for Certified Private Secretary and that I will be the first male Certified Private Secretary in the nation.*

Your response: *Great! You may start a trend toward more men going into secretarial careers. We really need more men secretaries like you.*

Larry: *Also, I have just been elected president by the local athletic association.*

Your response: *Really! You are so conscientious. I'm sure you will do a very good job as president of the association.*

The next day. . .

Larry: *I've finished typing all the materials for the new promotion campaign! By staying at the office until 8 p.m. yesterday, I was able to get that job completely finished.*

Your response: *That's wonderful! We can always depend on you. I'm very pleased you have the materials typed so quickly.*

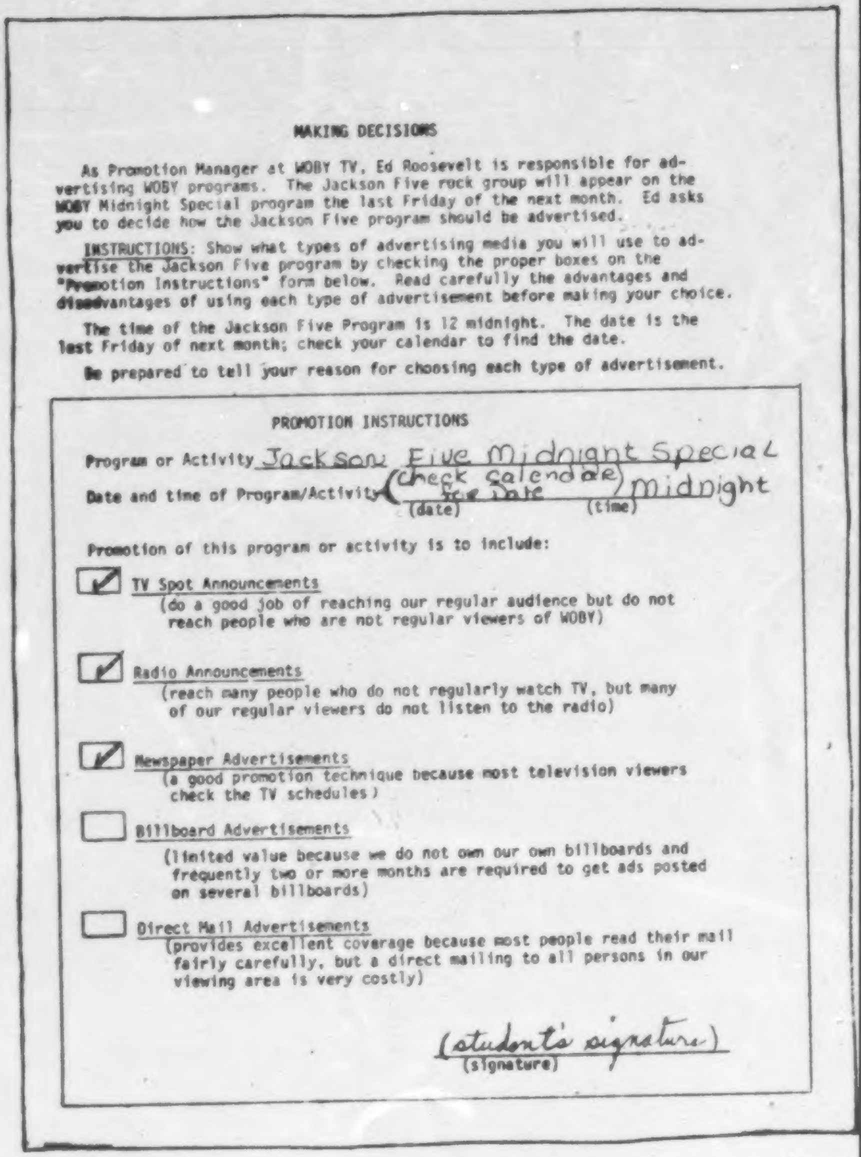
Simulation Page 4

CHECK:

Items checked in the illustration at the right are recommended. However, students may have checked other items.

The primary purpose of this activity is to demonstrate the types of decisions that promotion managers or others responsible for advertising must make.

Ask selected students which items they have checked and their reasons for checking each. The class can then discuss the logic of using each type advertisement.



MAKING DECISIONS

As Promotion Manager at WOBY TV, Ed Roosevelt is responsible for advertising WOBY programs. The Jackson Five rock group will appear on the WOBY Midnight Special program the last Friday of the next month. Ed asks you to decide how the Jackson Five program should be advertised.

INSTRUCTIONS: Show what types of advertising media you will use to advertise the Jackson Five program by checking the proper boxes on the "Promotion Instructions" form below. Read carefully the advantages and disadvantages of using each type of advertisement before making your choice.

The time of the Jackson Five Program is 12 midnight. The date is the last Friday of next month; check your calendar to find the date.

Be prepared to tell your reason for choosing each type of advertisement.

PROMOTION INSTRUCTIONS

Program or Activity Jackson Five Midnight Special

Date and time of Program/Activity (check calendar for date) (date) midnight (time)

Promotion of this program or activity is to include:

☑ TV Spot Announcements
(do a good job of reaching our regular audience but do not reach people who are not regular viewers of WOBY)

☑ Radio Announcements
(reach many people who do not regularly watch TV, but many of our regular viewers do not listen to the radio)

☑ Newspaper Advertisements
(a good promotion technique because most television viewers check the TV schedules)

☐ Billboard Advertisements
(limited value because we do not own our own billboards and frequently two or more months are required to get ads posted on several billboards)

☐ Direct Mail Advertisements
(provides excellent coverage because most people read their mail fairly carefully, but a direct mailing to all persons in our viewing area is very costly)

(student's signature)
(signature)

Simulation Page 5

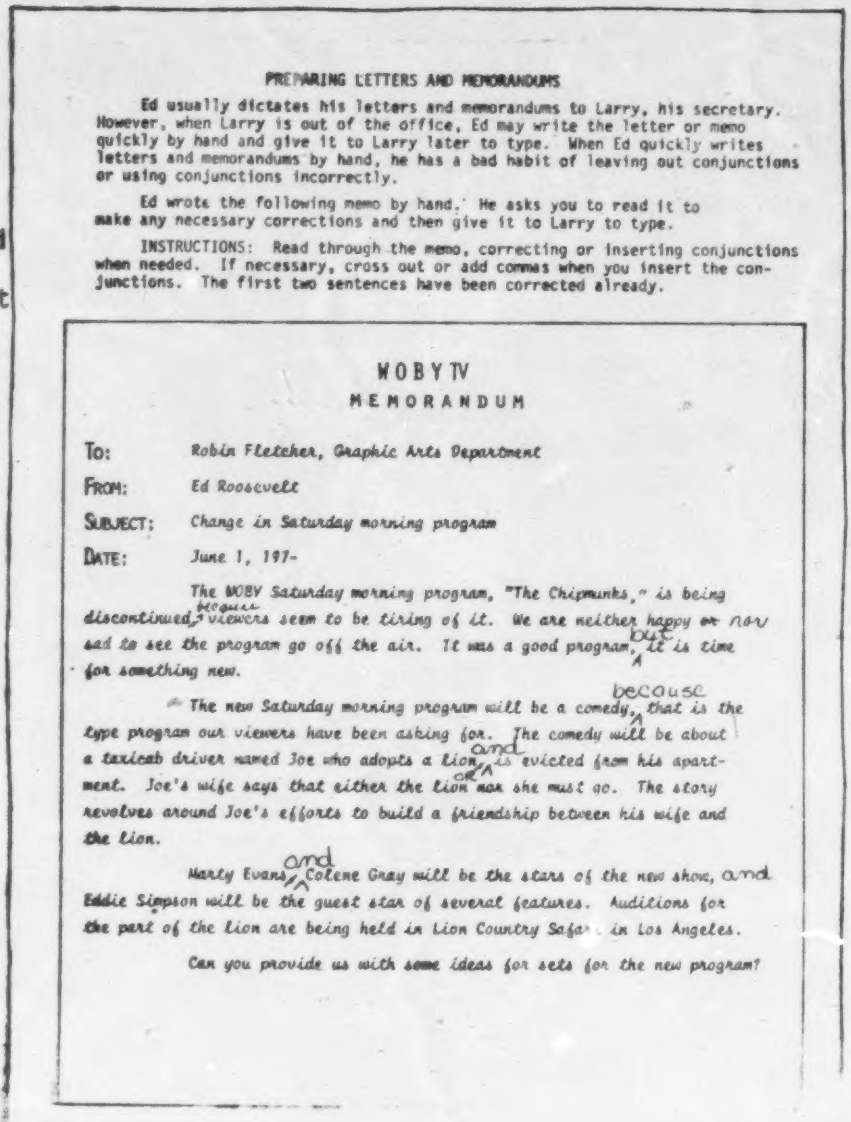
CHECK:

Changes that should be made in the memorandum are shown at the right. Discuss why some commas have been deleted while others have not. For example, in this memo:

. .some sentences are compound and the commas are therefore used to separate the independent clauses;

. .some sentences have commas separating compound verbs or compound subjects; these should be deleted and replaced with conjunctions; etc.

Also, discuss the standard use of "neither. . .nor" and "either. . .or."



PREPARING LETTERS AND MEMORANDUMS

Ed usually dictates his letters and memorandums to Larry, his secretary. However, when Larry is out of the office, Ed may write the letter or memo quickly by hand and give it to Larry later to type. When Ed quickly writes letters and memorandums by hand, he has a bad habit of leaving out conjunctions or using conjunctions incorrectly.

Ed wrote the following memo by hand. He asks you to read it to make any necessary corrections and then give it to Larry to type.

INSTRUCTIONS: Read through the memo, correcting or inserting conjunctions when needed. If necessary, cross out or add commas when you insert the conjunctions. The first two sentences have been corrected already.

WOBY TV

MEMORANDUM

TO: Robin Fletcher, Graphic Arts Department

FROM: Ed Roosevelt

SUBJECT: Change in Saturday morning program

DATE: June 1, 197-

The WOBY Saturday morning program, "The Chipmunks," is being discontinued, because viewers seem to be tiring of it. We are neither happy ~~or~~ nor sad to see the program go off the air. It was a good program, but it is time for something new.

The new Saturday morning program will be a comedy, because that is the type program our viewers have been asking for. The comedy will be about a taxicab driver named Joe who adopts a lion, and is evicted from his apartment. Joe's wife says that either the lion or ~~nor~~ she must go. The story revolves around Joe's efforts to build a friendship between his wife and the lion.

Marty Evans, and Colene Gray will be the stars of the new show, and Eddie Simpson will be the guest star of several features. Auditions for the part of the lion are being held in Lion Country Safari in Los Angeles.

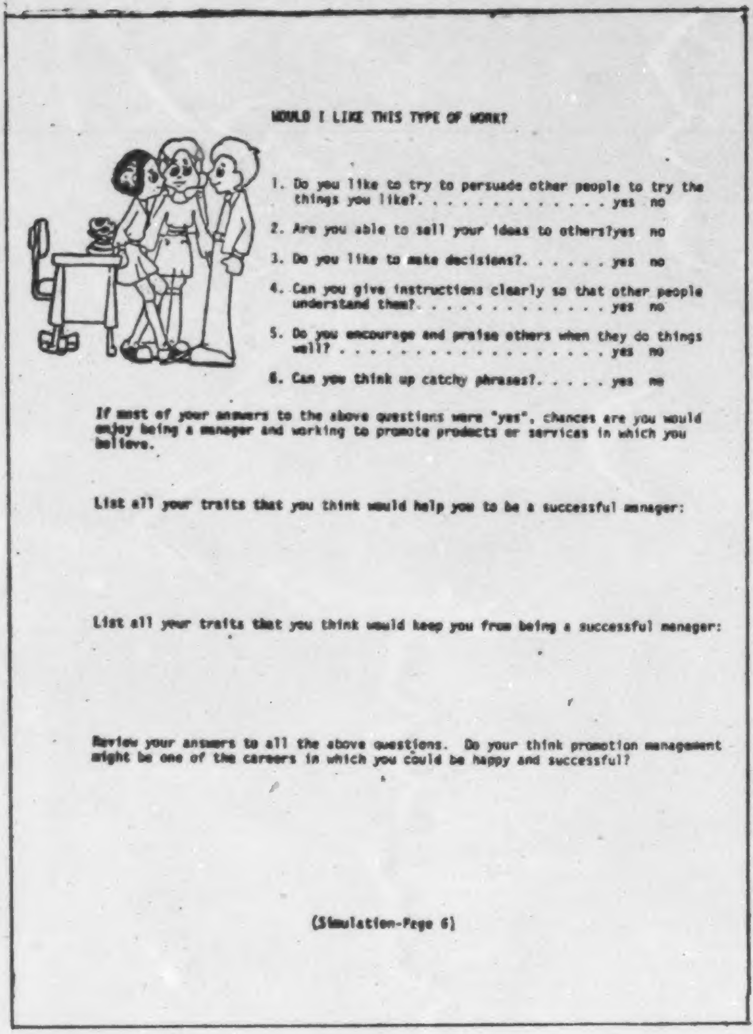
Can you provide us with some ideas for sets for the new program?

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE THIS TYPE OF WORK?

1. Do you like to try to persuade other people to try the things you like? . . . . yes no
2. Are you able to sell your ideas to others? yes no
3. Do you like to make decisions? . . . . . . yes no
4. Can you give instructions clearly so that other people understand them? . . . . yes no
5. Do you encourage and praise others when they do things well? . . . . yes no
6. Can you think up catchy phrases? . . . . . yes no

If most of your answers to the above questions were "yes", chances are you would enjoy being a manager and working to promote products or services in which you believe.

List all your traits that you think would help you to be a successful manager:

List all your traits that you think would keep you from being a successful manager:

Review your answers to all the above questions. Do your think promotion management might be one of the careers in which you could be happy and successful?

(Simulation-Page 6)

BACKGROUND INFORMATION ON PROMOTION MANAGERS

In many organizations the sales manager directs advertising programs that will attract customers to the organization. However, many large organizations have a special manager--called Promotion Manager--whose primary job is to direct the advertising program.

Main Tasks of Promotion Manager

- *Plans and supervises the preparation of promotional brochures and displays; arranges for newspaper advertisements and other publicity*
- *Confers with the general manager and department heads to determine advertising needs*
- *Makes decisions regarding promotion department's budget and promotional services*
- *Directs and supervises employees who prepare promotional correspondence*
- *Confers with officials of newspapers, radio and television stations, billboard advertisers, and advertising agencies to negotiate advertising contracts*
- *Reviews and approves advertising proofs before they are released for publication*
- *Selects and trains new personnel in the promotion department*

Skills and Capabilities Required

- *Writes clearly, simply, and creatively*
- *Has a basic understanding of communications, advertising, psychology, human relations, economics, and finance*
- *Communicates needs and wants to personnel clearly and tactfully*
- *Holds a degree in business administration (with speciality in advertising or marketing) or has some college training and several years experience*

People who want to become promotion managers generally begin their careers by working in sales or office jobs in the sales or promotion department. With experience, they may move to assistant management or management positions.

STUDENT MATERIALS

Following is a six-page "Promotion Manager" simulation which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains typical activities performed by a promotion manager and requires students to work with conjunctions, prepositions, and interjections.

The teacher's key and discussion guide for the simulation is found on the preceding pages.

UNIT 4

WORKING AS A PROMOTION MANAGER AT A TELEVISION STATION

The Promotion Department of WOBY TV, managed by Ed Roosevelt, handles the advertising and public relations for the station. As Promotion Manager, Ed plans special campaigns and publicizes the programs of WOBY. To publicize the programs, he uses radio and TV announcements, newspaper advertisements, billboards, direct mail advertisements, and other means to call attention to station activities.

Today you are going to help Ed in his work as Promotion Manager. As a promotion manager, you will . . .

1. GIVE CLEAR INSTRUCTIONS

2. BUILD EMPLOYEE MORALE

3. MAKE DECISIONS

4. PREPARE LETTERS OR MEMORANDUMS

GIVING CLEAR INSTRUCTIONS

As you listen to Ed Roosevelt give instructions to Larry Nash, his secretary, you notice Larry is often confused by the instructions. The following are some of the things Ed has said to Larry during the day. Notice that because the prepositional phrases are misplaced, the sentences can be misinterpreted--as the illustrations show.

Show where you, as a manager, would have placed the prepositional phrases to make the instructions clearer. The first sentence is done as an example.

Shortly after he arrived at work today, Ed told Larry:

Larry, please take this dictation and give a copy to Mr. Lacy in shorthand.

Later, Ed handed Larry a letter and said:

Please get this letter out and ask Brenda to come to my office in today's mail.

Just before noon, Ed gave Larry a rough draft of a letter and said:

When you have time, type this letter and give it to Al Lacy on the electric typewriter.

After lunch, Ed told Larry:

Please post a notice to employees on the bulletin board explaining our new working hours.

Before leaving to catch a plane to New York, Ed said to Larry:

Please tell Al Lacy I will call him to discuss the new show from the airport.

BUILDING GOOD MORALE AMONG EMPLOYEES

To be successful, a manager must have loyal employees. A manager builds morale and loyalty among employees by showing a personal interest in the welfare of each employee. One way to show interest in an employee is to show happiness when the employee has good fortune such as a promotion, salary increase, etc. For example, when Brenda Allen recently received a raise in salary and told Mr. Lacy about it, he reacted as follows:

Brenda: Mr. Lacy, I'm so excited! I just found out I'm getting another raise.

Mr. Lacy: Great! Marvelous! I'm really happy for you, Brenda. You deserve a raise, and I'm happy you are getting it.

Notice that Mr. Lacy showed Brenda that he really is happy for her by his exclamations of "Great!" and "Marvelous!". Words used like this to show emotion are called interjections. One often hears people use interjections like "Really!, Great!, Fantastic!, Oh!, Wonderful!," etc.

INSTRUCTIONS: Show by writing in the space provided below what you, as manager, would say in response to each of the following statements made by Larry Nash, your secretary. Use at least one interjection in each of your responses. (You may wish to use only interjections.)

Larry: *I've just heard that I passed the national exams for Certified Private Secretary and that I will be the first male Certified Private Secretary in the nation.*

Your response: ______________________________

____

Larry: *Also, I have just been elected president by the local athletic association.*

Your response: ______________________________

____

The next day. . .

Larry: *I've finished typing all the materials for the new promotion campaign! By staying at the office until 8 p.m. yesterday, I was able to get that job completely finished.*

Your response: ______________________________

____

(Simulation Page 3)

MAKING DECISIONS

As Promotion Manager at WOBY TV, Ed Roosevelt is responsible for advertising WOBY programs. The Jackson Five rock group will appear on the WOBY Midnight Special program the last Friday of the next month. Ed asks you to decide how the Jackson Five program should be advertised.

INSTRUCTIONS: Show what types of advertising media you will use to advertise the Jackson Five program by checking the proper boxes on the "Promotion Instructions" form below. Read carefully the advantages and disadvantages of using each type of advertisement before making your choice.

The time of the Jackson Five Program is 12 midnight. The date is the last Friday of next month; check your calendar to find the date.

Be prepared to tell your reason for choosing each type of advertisement.

PROMOTION INSTRUCTIONS

Program or Activity ______________________________

Date and time of Program/Activity ______________________ (date) (time)

Promotion of this program or activity is to include:

☐ TV Spot Announcements
(do a good job of reaching our regular audience but do not reach people who are not regular viewers of WOBY)

☐ Radio Announcements
(reach many people who do not regularly watch TV, but many of our regular viewers do not listen to the radio)

☐ Newspaper Advertisements
(a good promotion technique because most television viewers check the TV schedules)

☐ Billboard Advertisements
(limited value because we do not own our own billboards and frequently two or more months are required to get ads posted on several billboards).

☐ Direct Mail Advertisements
(provides excellent coverage because most people read their mail fairly carefully, but a direct mailing to all persons in our viewing area is very costly)

____
(signature)

PREPARING LETTERS AND MEMORANDUMS

Ed usually dictates his letters and memorandums to Larry, his secretary. However, when Larry is out of the office, Ed may write the letter or memo quickly by hand and give it to Larry later to type. When Ed quickly writes letters and memorandums by hand, he has a bad habit of leaving out conjunctions or using conjunctions incorrectly.

Ed wrote the following memo by hand. He asks you to read it to make any necessary corrections and then give it to Larry to type.

INSTRUCTIONS: Read through the memo, correcting or inserting conjunctions when needed. If necessary, cross out or add commas when you insert the conjunctions. The first two sentences have been corrected already.

WOBY TV

MEMORANDUM

To: Robin Fletcher, Graphic Arts Department

From: Ed Roosevelt

Subject: Change in Saturday morning program

Date: June 1, 197-

The WOBY Saturday morning program, "The Chipmunks," is being discontinued, because viewers seem to be tiring of it. We are neither happy ~~or~~ nor sad to see the program go off the air. It was a good program, it is time for something new.

The new Saturday morning program will be a comedy, that is the type program our viewers have been asking for. The comedy will be about a taxicab driver named Joe who adopts a lion, is evicted from his apartment. Joe's wife says that either the lion nor she must go. The story revolves around Joe's efforts to build a friendship between his wife and the lion.

Marty Evans, Colene Gray will be the stars of the new show, Eddie Simpson will be the guest star of several features. Auditions for the part of the lion are being held in Lion Country Safari in Los Angeles.

Can you provide us with some ideas for sets for the new program?

WOULD I LIKE THIS TYPE OF WORK?

1. Do you like to try to persuade other people to try the things you like?. . . . . yes no
2. Are you able to sell your ideas to others?yes no
3. Do you like to make decisions?. . . . . . yes no
4. Can you give instructions clearly so that other people understand them?. . . . . yes no
5. Do you encourage and praise others when they do things well? . . . . yes no
6. Can you think up catchy phrases?. . . . . yes no

If most of your answers to the above questions were "yes", chances are you would enjoy being a manager and working to promote products or services in which you believe.

List all your traits that you think would help you to be a successful manager:

List all your traits that you think would keep you from being a successful manager:

Review your answers to all the above questions. Do your think promotion management might be one of the careers in which you could be happy and successful?

UNIT 5

COMPOSING SENTENCES

ON THE JOB

AS A DIRECTOR OF SALES

AT A HOTEL

PURPOSE

The purpose of this unit is to give students practice in writing sentences and analyzing sentence patterns while learning about the type of work performed by a Director of Sales (Sales Manager) in the hotel industry.

MAJOR ACTIVITY

The major activity in this unit is a six-page simulation of the work performed by Betty Marasco, the Director of Sales for the Alpen Inn Hotel in Aspen, Colorado. The simulation contains activities that might be performed by a director of sales, or sales manager, in any large hotel. Each activity requires the student to write sentences and/or analyze sentence patterns. The suggested procedures for administering the simulation are as follows:

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Director of Sales" on page 84.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key, pages 78-83.
2. Ask students to complete pages 2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first five pages, go through the simulation with them. Check answers and discuss the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 of the simulation packet to answer the questions and discuss the topics shown on that page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL SUGGESTED ACTIVITIES:

1 Distribute copies of the sheet "What I Think!" (page 77) to students and have them complete the 10 open-ended statements on the sheet. The purpose of the activity is to give students an opportunity to practice writing complete sentences and examine their own values in relation to life and work. Students should not be required to turn in the completed sheets since they may consider this an invasion of their privacy. Rather, go through each item with the class and ask for volunteers to read their sentences. Remember, there are no right or wrong answers.

2 Have students clip and bring in newspaper or magazine advertisements of hotels/motels in which they would like to stay. Have students write to the hotels or motels to secure brochures and price lists. When all the brochures have been received and reviewed, ask each student to write 2 or 3 sentences describing the hotel or motel of his/her choice.

Ask students whether they enjoyed writing the descriptive sentences and develop the idea that an important aspect of the work performed by a Director of Sales for a hotel/motel is writing such descriptive sentences.

3 Ask students to tell about hotels or motels in which they have stayed on trips or vacations. Ask them to describe the types of jobs they saw people working in at the hotels/motels. Develop with students the idea that all of the jobs in a hotel or motel (from maid to manager) are important to the smooth operation and success of the hotel/motel.

4 Ask students whether they have seen the movie "Hotel". If some did, have them describe some of the problems of the hotel management and hotel employees portrayed in the movie.

For students who want to know more about the hotel/motel industry, suggest they read Conrad Hilton's book Be My Guest.

FIELD TRIP:

. . .to local hotels/motels to see complete operation of the hotels/motels and learn about hotel/motel careers. *(See Field Trip Guide, Appendix)*

INTERVIEW:

. . .Director of Sales (or Sales Manager) of a local hotel/motel

. . .hotel/Motel Manager or Assistant Manager

. . .Any other hotel/motel occupations in which students express an interest.

(See Interview Guide in Appendix for procedures on conducting a group interview.

ADDITIONAL OCCUPATIONS IN THE HOTEL/MOTEL INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

(The following are business careers in the hotel/motel industry; on the following page is a list of all types of jobs available in the hotel/motel industry.)

Assistant Manager; Resident Manager, Auditor, Cashier, Accountant; Front Office Manager; Restaurant Manager; Restaurant Cashier; Room Clerk; General Manager; Purchasing Agent; Catering Manager.

Taken from a brochure prepared by the Brown Palace Hotel for use by the Denver Public School Vocational Classes.

Jobs available in the hotel-motel industry.

Entry Jobs For Beginners – Positions for which you may qualify without **special** training

Title	Department	Description	Opportunity For Advancement
Baker's Helper	Food Preparation	Helps baker in mixing dough and baking	Assistant Baker
Bar Boy	Food Service	Helps bartender in receiving supplies and in keeping bar area clean	Bartender
Bellman	Front Office	Rooms guests and performs tasks assigned by bell captain	Assistant Bell Captain Room Clerk
Busboy (girl)	Food Service	Assists waiters in serving dining room patrons	Waiter Waitress
Dish Machine Operator	Food Preparation	Scrapes and stacks dishes and inserts in dishwashing machine. After cleaning carries to racks	Head Dish Machine Operator
Doorman	Front Office	Assists guests upon arrival and departure from hotel	Superintendent of Service
Elevator Operator	Front Office	Operates elevator conveying persons or equipment	Starter
Houseman	Housekeeping	Sets and clears public function rooms for functions, meetings, exhibits and does general cleaning and vacuuming	Head Houseman
Linen Room Attendant	Housekeeping	Handles inventory of linen room supplies	Floor Housekeeper
Housekeeper	Housekeeping	Cleans and puts guest rooms in order	Inspectress to Assistant Housekeeper
Maintenance Utility Man	Maintenance	General repair and maintenance work	Maintenance Supervisor
Porter	Front Office	Keeps lobby, arcades and stairways clean	Head Porter
Seamstress	Housekeeping	Sews and mends linens	Head Seamstress
Utility Man	Food Preparation	Cleans kitchen equipment and ice boxes	Pantryman
Waiter	Food Service	Takes orders for and serves food and beverages to guests	Captain or Assistant Headwaiter
Window Washer	Housekeeping	Washes windows and mirrors	
Shampoo Man	Housekeeping	Shampoos carpets and upholstered furniture	

Jobs For Persons With Special Training or Experience

Title	Department	Description	Opportunity For Advancement
Assistant Housekeeper	Housekeeping	Supervises work of housekeeper (houseman) in assigned area	Executive Housekeeper
Assistant Manager	Front Office	Assists General and Resident Manager in discharging their duties. Performs specific assignments	Resident Manager
Auditor	Accounting	Supervises all accounts and postings. Submits financial reports and supervises purchasing	Resident Manager
Baker	Food Preparation	Prepares dough and bakes bread and rolls	Head Baker
Bartender	Food Service	Serves patrons in bar and cocktail lounge	Head Bartender
Cashier	Front Office	Records various transactions of guest accounts. Makes financial settlement with guest at check out time	Accountant
Engineer	Maintenance	Keeps track of heating, plumbing and electrical systems. Makes minor repairs to machinery	Chief Engineer
Front Office Manager	Front Office	Acts as liaison between guest and hotel for reservations, registration and information	Resident Manager
Hostess	Food Service	Supervises coffee shop operation and service of food and beverage	Restaurant Manager
Maitre d'hotel	Food Service	Supervises the service of public dining and banquet rooms	Director of Food & Beverage
Pantry Worker	Food Preparation	Prepares salads, fruit juices, toast. Makes coffee and tea	Head Pantry Man
Restaurant Cashier	Food Service	Receives payment for food and beverages	Accountant
Room Clerk	Front Office	Handles actual registration of guests	Front Office Mgr
Starter	Front Office	Supervises employees operating elevators	Superintendent of Service
Steward	Food Service	Keeps kitchen stocked with china, glass, and silver. Supervises dishwashers	Kitchen Supervisor
Upholsterer-Refinisher	Housekeeping	Repairs and rebuilds broken furniture	Head Upholster
Cabinet Maker Carpenter-Painters	Housekeeping		
Banquet Chef	Food Preparation	Supervises and takes part in preparation of food for banquets	Executive Chef
Catering Manager	Food Service	Sells banquets and supervises banquet service	Director of Food & Beverage
Director of Food & Beverage	Food Service	Directs all activities pertaining to the service of food and beverage	General Manager
Director of Sales	Sales	Sells convention facilities for meetings, banquets, receptions	General Manager
Executive Chef	Food Preparation	Supervises preparation and servicing of all food in the kitchen	Supervisor more than one operation
Director of Guest Services (Executive Housekeeper)	Housekeeping	Supervises all housekeeping personnel in charge of renovation and purchasing of housekeeping supplies. Decorating	Supervisor more than one operation
General Manager		Supervises activities within the hotel. Responsible for coordination of all departments	Managing Director
Purchasing Agent	Food Preparation	Purchases food and beverage	Restaurant Manager
Resident Manager	Front Office	Takes over for manager in his absence. Usually handles special duties assigned by manager	General Manager
Restaurant Manager	Food Service	Supervises service of food in public dining rooms	Catering Manager

WHAT I THINK!

Completing open-ended or unfinished statements helps a person learn more about himself.

The following are examples of open-ended statements that you are to turn into complete sentences. Finish the statements honestly, telling how you *really* feel.

1. If I were 21 years old, I would ______________________________

   ____.

2. If I worked in an office, I __________________________________

   ____.

3. People over 30 are ______________________________________

   ____.

4. I believe most people work because ___________________________

   ____.

5. If I were a boss and my secretary came in late every day, I would

   ____.

6. I like to be around people who _______________________________

   ____.

7. If I saw a fellow worker stealing on the job, I would ____________

   ____.

8. People who work in the same place for 30 years are usually ________

   ____.

9. When the boss does something a worker doesn't like, I think the worker

   should ____.

10. The best way to get a promotion on the job is to __________________

    ____.

11. I am proud of myself because ________________________________

    ____.

When you have completed the sentences above, answer the following questions silently.

Think back through your responses: Did more than one answer come to mind when you were completing some statements?

What do your answers show you about yourself?

UNIT 5

TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask the students whether they are acquainted with any people who direct sales operations.

b. If so, ask whether they think these people really do the types of things described here.

c. Ask students to describe other types of work performed by these people, and in what type organization they work.

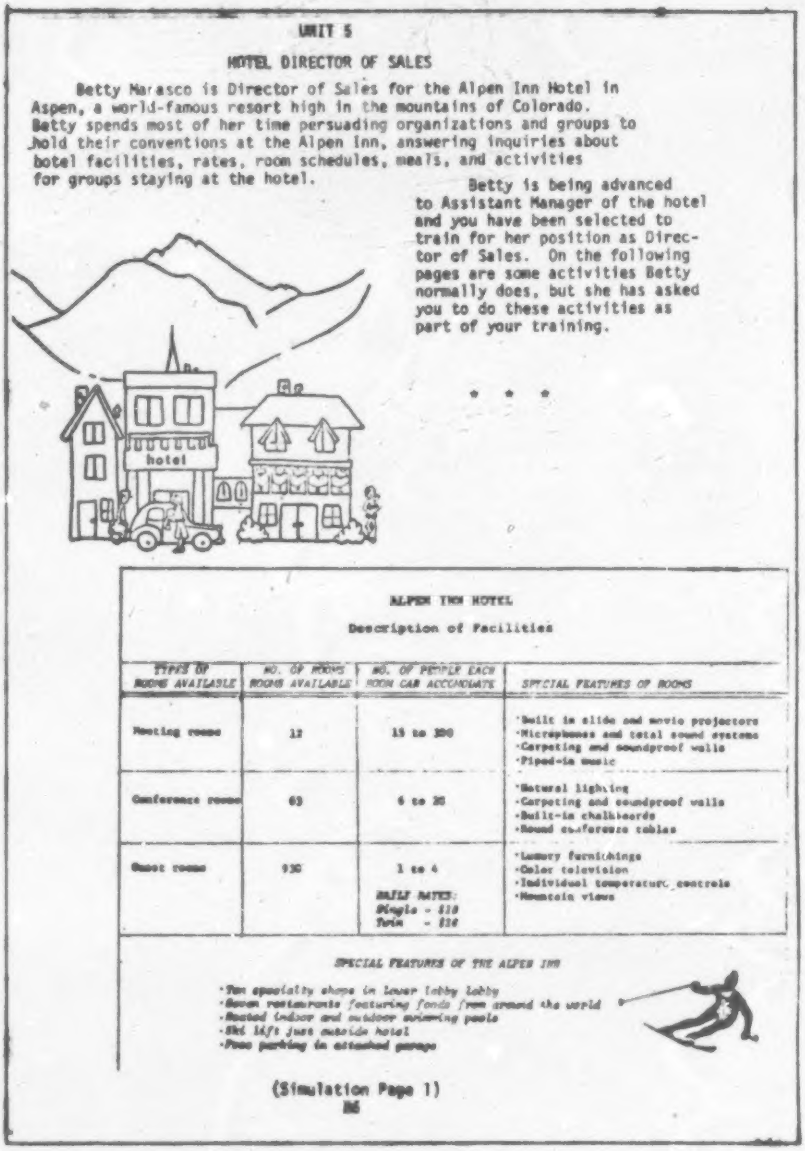
In a discussion develop the idea that a Director of Sales:

a. Must be able to write letters that encourage people to buy the products they are selling.

b. Must use clear, direct, and persuasive language.

c. Must be well groomed and pleasant in order to create a good impression on customers.

d. Must know and believe in the product they are selling.



UNIT 5

HOTEL DIRECTOR OF SALES

Betty Marasco is Director of Sales for the Alpen Inn Hotel in Aspen, a world-famous resort high in the mountains of Colorado. Betty spends most of her time persuading organizations and groups to hold their conventions at the Alpen Inn, answering inquiries about hotel facilities, rates, room schedules, meals, and activities for groups staying at the hotel.

Betty is being advanced to Assistant Manager of the hotel and you have been selected to train for her position as Director of Sales. On the following pages are some activities Betty normally does, but she has asked you to do these activities as part of your training.

* * *

ALPEN INN HOTEL

Description of Facilities

TYPES OF ROOMS AVAILABLE	NO. OF ROOMS ROOMS AVAILABLE	NO. OF PEOPLE EACH ROOM CAN ACCOMODATE	SPECIAL FEATURES OF ROOMS
Meeting rooms	12	15 to 300	·Built in slide and movie projectors ·Microphones and total sound systems ·Carpeting and soundproof walls ·Piped-in music
Conference rooms	63	6 to 20	·Natural lighting ·Carpeting and soundproof walls ·Built-in chalkboards ·Round conference tables
Guest rooms	930	1 to 4 DAILY RATES: Single - $18 Twin - $26	·Luxury furnishings ·Color television ·Individual temperature controls ·Mountain views

SPECIAL FEATURES OF THE ALPEN INN

- Ten specialty shops in lower lobby lobby
- Seven restaurants featuring foods from around the world
- Heated indoor and outdoor swimming pools
- Ski lift just outside hotel
- Free parking in attached garage

(Simulation Page 1)
86

Simulation page 2

CHECK:

Message written by students should contain items shown in the sample message at the right, although wording may vary from that shown.

Have students analyze the sentence patterns in their messages. You may want to have one or more students read their messages and have the class analyze the sentence patterns.

Optional Discussion Topics.

. Discuss with the students why they think it is important to write a brief, clear message when writing telegrams.

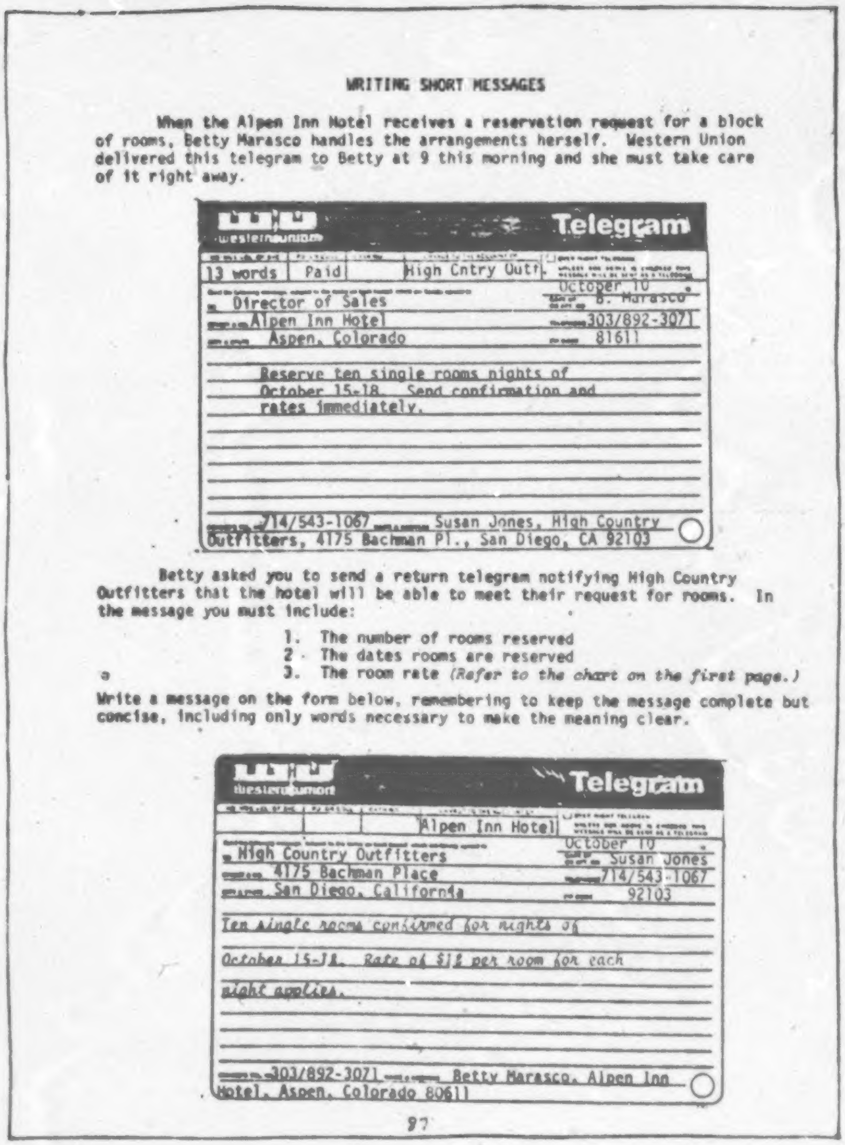
Reason: The charge for telegrams is by the word; therefore, the message should be short. It needs to be written clearly or the telegram does not accomplish its purpose.

. What do you think High Country Outfitters would do if they could not understand from your message whether or not you had 10 single rooms available?

High Country Outfitters would either have to go to the expense of calling you to clarify your message or they would book reservations at another hotel.

. What do you think would happen to you as Director of Sales if the Alpen Inn Hotel lost business because of poor communication on your part?

It is possible you would be reprimanded by a superior, or even fired if too many accounts were lost because of you.



WRITING SHORT MESSAGES

When the Alpen Inn Hotel receives a reservation request for a block of rooms, Betty Marasco handles the arrangements herself. Western Union delivered this telegram to Betty at 9 this morning and she must take care of it right away.

Telegram
13 words | Paid | | High Cntry Outf
October 10
Director of Sales
B. Marasco
Alpen Inn Hotel
303/892-3071
Aspen, Colorado
81611
Reserve ten single rooms nights of October 15-18. Send confirmation and rates immediately.
714/543-1067 Susan Jones, High Country Outfitters, 4175 Bachman Pl., San Diego, CA 92103

Betty asked you to send a return telegram notifying High Country Outfitters that the hotel will be able to meet their request for rooms. In the message you must include:

1. The number of rooms reserved
2. The dates rooms are reserved
3. The room rate *(Refer to the chart on the first page.)*

Write a message on the form below, remembering to keep the message complete but concise, including only words necessary to make the meaning clear.

Telegram
Alpen Inn Hotel
October 10
High Country Outfitters
Susan Jones
4175 Bachman Place
714/543-1067
San Diego, California
92103
Ten single rooms confirmed for nights of October 15-18. Rate of $18 per room for each night applies.
303/892-3071 Betty Marasco, Alpen Inn Hotel, Aspen, Colorado 80611

97

Simulation page 3

CHECK:

Read the information written on the confirmation form at the right so students can check the correctness of their forms.

Read through the letter from Mr. Sumoto with students and discuss how the unusual sentence patterns make the letter difficult to understand quickly.

Point out that even though the necessary words are included in a sentence, if the pattern and structure of the sentence are not in accordance with standard English usage, the sentence may be difficult to understand.

Also, point out to students that if they were to compose letters in Japanese or some other language foreign to them, their sentence structure would probably seem very strange to persons receiving the letters. This is because the way words are put together to form sentences varies from one language to another.

Explain that the salutation used in this letter (Dear Sirs) is not used in modern business letters. Explain that the trend in business is to start all lines of a business letter at the left margin (block style). Another trend is to omit the salutation and complimentary closing lines in business letters.

Optional Activities

- . Have students rewrite the letter from Mr. Sumoto, using standard English structure.
- . Read or have a student read the Sumoto letter aloud. Then ask students to re-state in their own words what Mr. Sumoto said in his letter.

INTERPRETING LETTERS RELATED TO ROOM SALES

As Director of Sales, Betty occasionally receives letters from individuals or groups in foreign countries. Some of these letters are written by people who do not know English well and the sentence structure is often unusual.

The letter at the right was received in today's mail.

INSTRUCTIONS: Read the letter as many times as necessary to understand what information Mr. Sumoto wants. Then fill in the room reservation card below and send it to Mr. Sumoto in Nimoto, Japan. (See page 1 for the room rate.)

In the remarks section of the card, tell Mr. Sumoto what swimming facilities are available at the Alpen Inn Hotel.

Nimoto, Japan
2 October 197-

Sales Director
Alpen Inn Hotel
Aspen, Colorado

Dear Sirs:

To Aspen I with wife on January 21 come to stay five nights. Respectfully ask reservation of one room for wife containing two beds and myself. Can do this? Also is there pool wife ask me for swimming or not with water warmed?

Please to send a letter or something from you that to above questions give answer. Also to know the room how much it cost.

To hear from you with eagerness I wait.

Sincerely,

Imito Sumoto

Please excuse poor English I not know too well.

ALPEN INN HOTEL
Aspen, Colorado

The Alpen Inn Hotel is pleased to confirm your reservation as follows:

Dates: From *January 21* (Arrival) to *January 26* (Departure)

Type of Room: ☐ Single ☒ Twin ☐ Suite

Rate: $ *26.00* per night

Remarks: *Hotel has two heated pools—one indoor and one outdoor pool.*

Simulation page 4

CHECK:

Check to see that each item written by students contains a sentence base (i.e., subject and verb) and is a complete sentence.

Have students analyze the sentences they wrote to determine the sentence pattern of each.

Sample sentences are given in the illustration at the right; however, each student is likely to have sentences different from those shown.

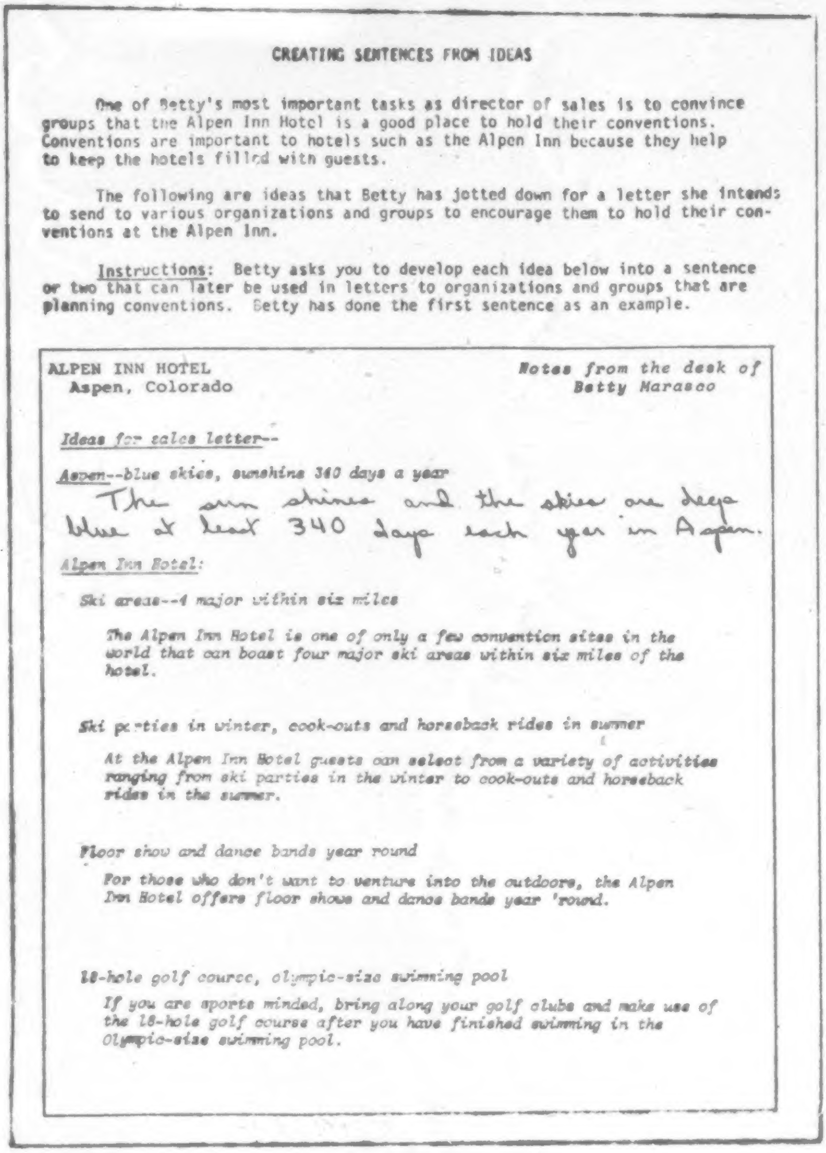
Optional Discussion Topics

. Ask students whether they have ever bought anything or gone any place new because of a sales letter they have read or an advertisement they have seen.

. Ask students to tell whether they think Aspen would be a good place to vacation and to give their reasons.

Discuss the fact that a good sales letter creates an interest in the item described. The Director of Sales must be able to write a good sales letter.

. Have students write a sales letter or develop a brochure from the sentences they have written.



CREATING SENTENCES FROM IDEAS

One of Betty's most important tasks as director of sales is to convince groups that the Alpen Inn Hotel is a good place to hold their conventions. Conventions are important to hotels such as the Alpen Inn because they help to keep the hotels filled with guests.

The following are ideas that Betty has jotted down for a letter she intends to send to various organizations and groups to encourage them to hold their conventions at the Alpen Inn.

Instructions: Betty asks you to develop each idea below into a sentence or two that can later be used in letters to organizations and groups that are planning conventions. Betty has done the first sentence as an example.

ALPEN INN HOTEL
Aspen, Colorado

Notes from the desk of
Betty Marasco

Ideas for sales letter--

Aspen--blue skies, sunshine 340 days a year

The sun shines and the skies are deep blue at least 340 days each year in Aspen.

Alpen Inn Hotel:

Ski areas--4 major within six miles

The Alpen Inn Hotel is one of only a few convention sites in the world that can boast four major ski areas within six miles of the hotel.

Ski parties in winter, cook-outs and horseback rides in summer

At the Alpen Inn Hotel guests can select from a variety of activities ranging from ski parties in the winter to cook-outs and horseback rides in the summer.

Floor show and dance bands year round

For those who don't want to venture into the outdoors, the Alpen Inn Hotel offers floor shows and dance bands year 'round.

18-hole golf course, olympic-size swimming pool

If you are sports minded, bring along your golf clubs and make use of the 18-hole golf course after you have finished swimming in the Olympic-size swimming pool.

Simulation page 5

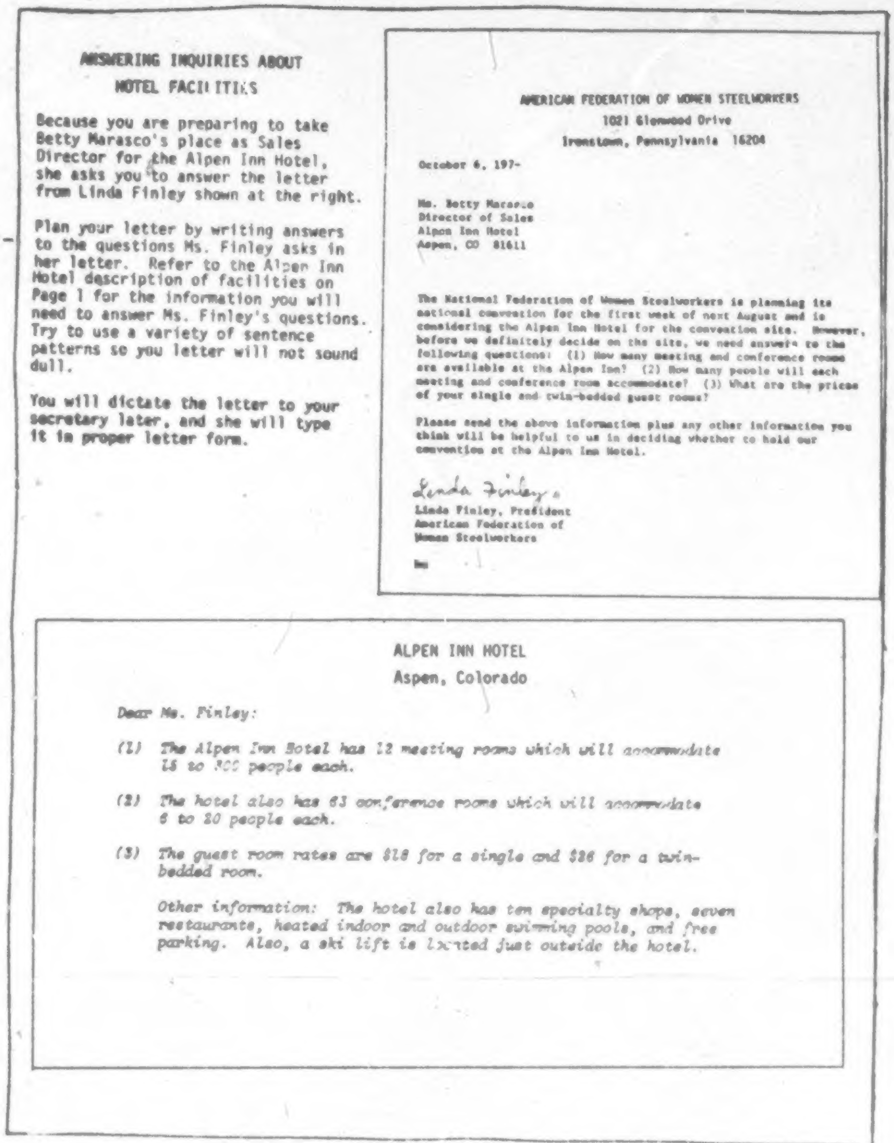
CHECK:

Check to see that each sentence written by students contains a sentence base (subject/verb) and is a complete sentence.

Sample sentences are shown in the illustration at the right. Each student is likely to have sentences different from those shown; however, the sentences should provide all the information called for in Ms. Finley's letter.

Optional Discussion Topic

- Have students analyze the sentences they wrote to determine the sentence pattern of each.
- Have students compare the letter style used by Ms. Finley (full block without salutation or complimentary closing lines) with the style shown in the Sumoto letter. Explain that many businesses are now using the letter style used by Linda Finley.



ANSWERING INQUIRIES ABOUT HOTEL FACILITIES

Because you are preparing to take Betty Marasco's place as Sales Director for the Alpen Inn Hotel, she asks you to answer the letter from Linda Finley shown at the right.

Plan your letter by writing answers to the questions Ms. Finley asks in her letter. Refer to the Alpen Inn Hotel description of facilities on Page 1 for the information you will need to answer Ms. Finley's questions. Try to use a variety of sentence patterns so you letter will not sound dull.

You will dictate the letter to your secretary later, and she will type it in proper letter form.

AMERICAN FEDERATION OF WOMEN STEELWORKERS
1021 Glenwood Drive
Ironstown, Pennsylvania 16204

October 6, 197-

Ms. Betty Marasco
Director of Sales
Alpen Inn Hotel
Aspen, CO 81611

The National Federation of Women Steelworkers is planning its national convention for the first week of next August and is considering the Alpen Inn Hotel for the convention site. However, before we definitely decide on the site, we need answers to the following questions: (1) How many meeting and conference rooms are available at the Alpen Inn? (2) How many people will each meeting and conference room accommodate? (3) What are the prices of your single and twin-bedded guest rooms?

Please send the above information plus any other information you think will be helpful to us in deciding whether to hold our convention at the Alpen Inn Hotel.

Linda Finley
Linda Finley, President
American Federation of
Women Steelworkers

bm

ALPEN INN HOTEL
Aspen, Colorado

Dear Ms. Finley:

(1) The Alpen Inn Hotel has 12 meeting rooms which will accommodate 15 to 300 people each.

(2) The hotel also has 63 conference rooms which will accommodate 6 to 20 people each.

(3) The guest room rates are $18 for a single and $26 for a twin-bedded room.

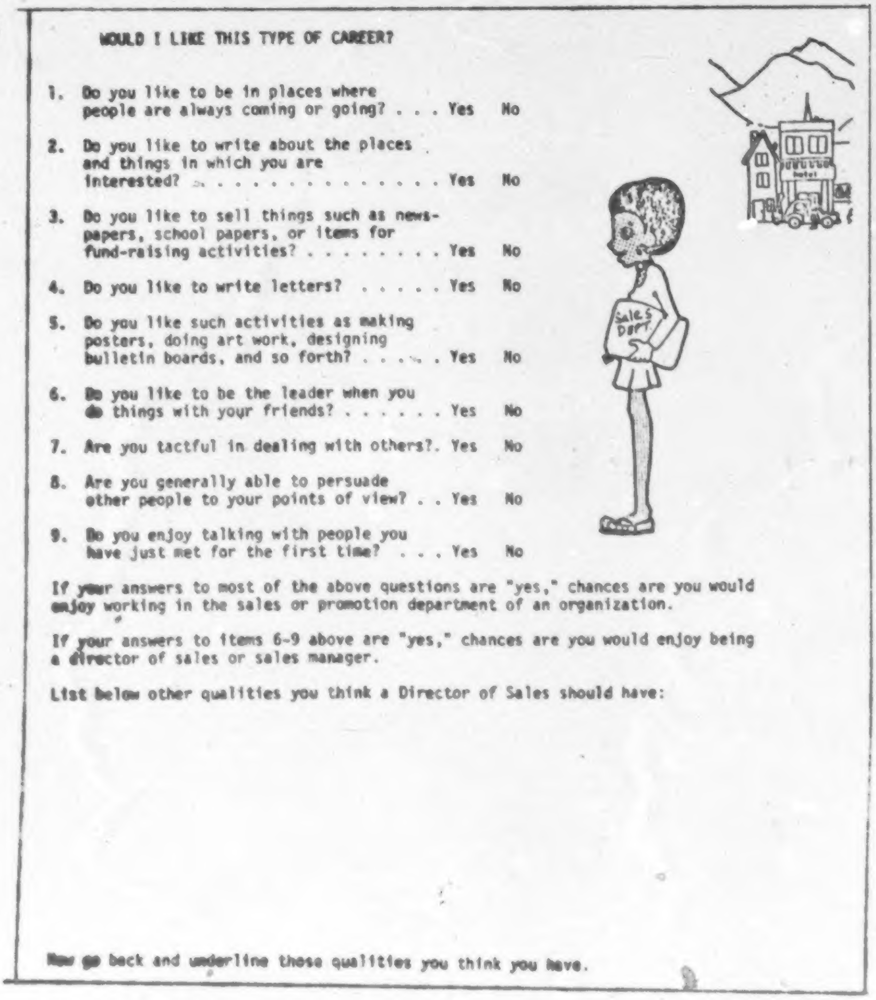
Other information: The hotel also has ten specialty shops, seven restaurants, heated indoor and outdoor swimming pools, and free parking. Also, a ski lift is located just outside the hotel.

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these with the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE THIS TYPE OF CAREER?

1. Do you like to be in places where people are always coming or going? . . . Yes No
2. Do you like to write about the places and things in which you are interested? . . . . Yes No
3. Do you like to sell things such as newspapers, school papers, or items for fund-raising activities? . . . . Yes No
4. Do you like to write letters? . . . . . Yes No
5. Do you like such activities as making posters, doing art work, designing bulletin boards, and so forth? . . . . . Yes No
6. Do you like to be the leader when you do things with your friends? . . . . . . Yes No
7. Are you tactful in dealing with others?. Yes No
8. Are you generally able to persuade other people to your points of view? . . Yes No
9. Do you enjoy talking with people you have just met for the first time? . . . Yes No

If your answers to most of the above questions are "yes," chances are you would enjoy working in the sales or promotion department of an organization.

If your answers to items 6-9 above are "yes," chances are you would enjoy being a director of sales or sales manager.

List below other qualities you think a Director of Sales should have:

Now go back and underline those qualities you think you have.

BACKGROUND INFORMATION ON SALES DIRECTORS

The title of director and manager mean basically the same thing. The main purpose of a sales director's job is leading the sales department or division in setting goals and then meeting those goals.

Main Tasks

- Helps formulate and attain goals and objectives of sales department
- Plans and implements sales department policies and procedures
- Writes and analyzes sales reports
- Makes decisions regarding departmental budgets, contracts, sales approaches, and similar matters
- Communicates with both company personnel and the public through correspondence, telephone, meetings, speeches, etc.
- Supervises employees in the sales department; directs and plans work of employees

Often Done

- Is company sales representative to the public
- Manages support services
- Oversees sales campaigns
- Advises organization in specialized areas, such as sales tactics, advertising, planning features at the hotel that would attract clients

Skills and Capabilities Required

- Communicates needs and wants clearly and tactfully
- Deals with people effectively, delegates authority and exerts consistent leadership
- Is decisive
- Has good working knowledge of company functions and policies, as well as basic overall understanding of economics, accounting, human relations, finance, etc. (A degree in Business Administration, or related field, is often required.)

STUDENT MATERIALS

Following is a six-page "Director of Sales" simulation which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains typical activities performed by a sales director and requires students to compose sentences.

The teacher's key and discussion guide for the simulation are found on the preceding pages.

UNIT 5

HOTEL DIRECTOR OF SALES

Betty Marasco is Director of Sales for the Alpen Inn Hotel in Aspen, a world-famous resort high in the mountains of Colorado. Betty spends most of her time persuading organizations and groups to hold their conventions at the Alpen Inn, answering inquiries about hotel facilities, rates, room schedules, meals, and activities for groups staying at the hotel.

Betty is being advanced to Assistant Manager of the hotel and you have been selected to train for her position as Director of Sales. On the following pages are some activities Betty normally does, but she has asked you to do these activities as part of your training.

* * *

ALPEN INN HOTEL

Description of Facilities

TYPES OF ROOMS AVAILABLE	*NO. OF ROOMS ROOMS AVAILABLE*	*NO. OF PEOPLE EACH ROOM CAN ACCOMODATE*	*SPECIAL FEATURES OF ROOMS*
Meeting rooms	12	15 to 300	·Built in slide and movie projectors ·Microphones and total sound systems ·Carpeting and soundproof walls ·Piped-in music
Conference rooms	63	6 to 20	·Natural lighting ·Carpeting and soundproof walls ·Built-in chalkboards ·Round conference tables
Guest rooms	930	1 to 4 *DAILY RATES:* *Single - $18* *Twin - $26*	·Luxury furnishings ·Color television ·Individual temperature controls ·Mountain views

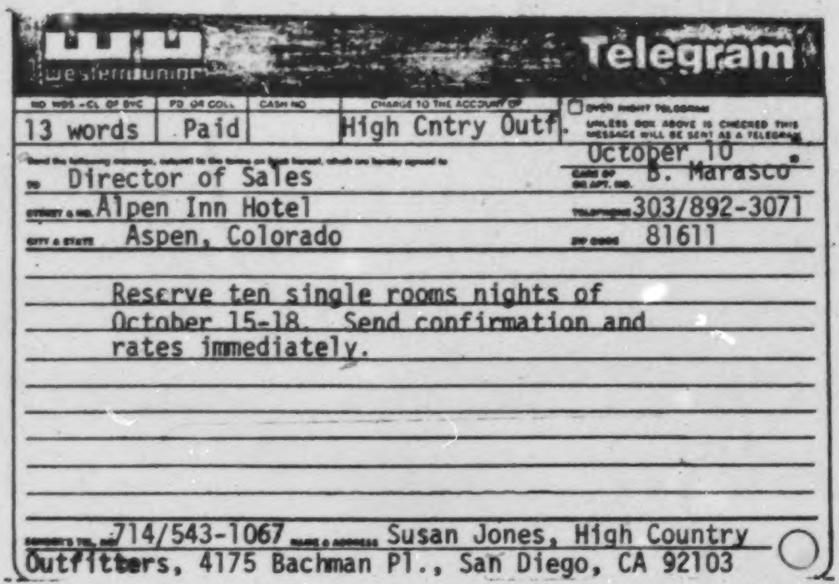
SPECIAL FEATURES OF THE ALPEN INN

- *Ten specialty shops in lower lobby lobby*
- *Seven restaurants featuring foods from around the world*
- *Heated indoor and outdoor swimming pools*
- *Ski lift just outside hotel*
- *Free parking in attached garage*

(Simulation Page 1)

WRITING SHORT MESSAGES

When the Alpen Inn Hotel receives a reservation request for a block of rooms, Betty Marasco handles the arrangements herself. Western Union delivered this telegram to Betty at 9 this morning and she must take care of it right away.



westernunion Telegram

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	☐ OVER NIGHT TELEGRAM UNLESS BOX ABOVE IS CHECKED THIS MESSAGE WILL BE SENT AS A TELEGRAM
13 words	Paid		High Cntry Outf.	

Send the following message, subject to the terms on back hereof, which are hereby agreed to

October 10

TO Director of Sales — CARE OF OR APT. NO. B. Marasco

STREET & NO. Alpen Inn Hotel — TELEPHONE 303/892-3071

CITY & STATE Aspen, Colorado — ZIP CODE 81611

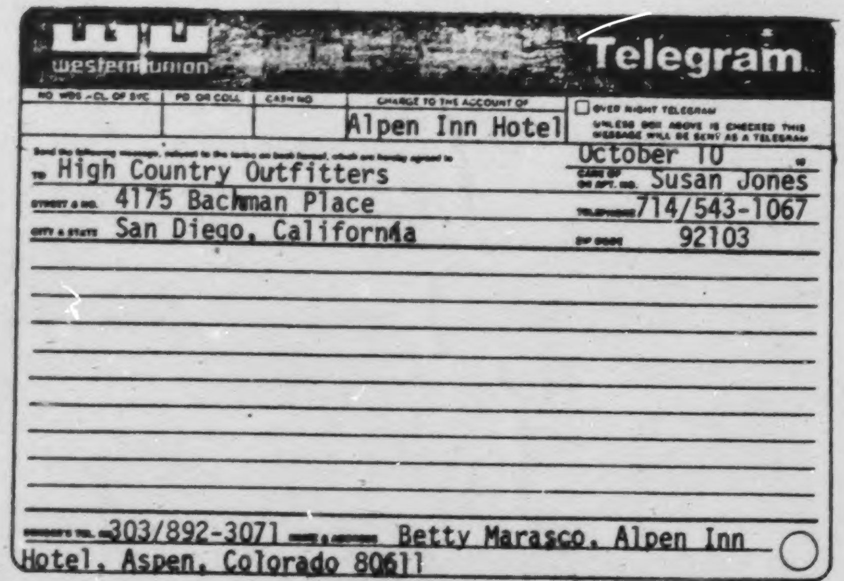
Reserve ten single rooms nights of
October 15-18. Send confirmation and
rates immediately.

SENDER'S TEL. NO. 714/543-1067 NAME & ADDRESS Susan Jones, High Country Outfitters, 4175 Bachman Pl., San Diego, CA 92103

Betty asked you to send a return telegram notifying High Country Outfitters that the hotel will be able to meet their request for rooms. In the message you must include:

1. The number of rooms reserved
2. The dates rooms are reserved
3. The room rate *(Refer to the chart on the first page.)*

Write a message on the form below, remembering to keep the message complete but concise, including only words necessary to make the meaning clear.



westernunion Telegram

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	☐ OVER NIGHT TELEGRAM UNLESS BOX ABOVE IS CHECKED THIS MESSAGE WILL BE SENT AS A TELEGRAM
			Alpen Inn Hotel	

Send the following message, subject to the terms on back hereof, which are hereby agreed to

October 10

TO High Country Outfitters — CARE OF OR APT. NO. Susan Jones

STREET & NO. 4175 Bachman Place — TELEPHONE 714/543-1067

CITY & STATE San Diego, California — ZIP CODE 92103

SENDER'S TEL. NO. 303/892-3071 NAME & ADDRESS Betty Marasco, Alpen Inn Hotel, Aspen, Colorado 80611

INTERPRETING LETTERS RELATED TO ROOM SALES

As Director of Sales, Betty occasionally receives letters from individuals or groups in foreign countries. Some of these letters are written by people who do not know English well and the sentence structure is often unusual.

The letter at the right was received in today's mail.

INSTRUCTIONS: Read the letter as many times as necessary to understand what information Mr. Sumoto wants. Then fill in the room reservation card below and send it to Mr. Sumoto in Nimoto, Japan. (See page 1 for the room rate.)

In the remarks section of the card, tell Mr. Sumoto what swimming facilities are available at the Alpen Inn Hotel.

Nimoto, Japan
2 October 197-

Sales Director
Alpen Inn Hotel
Aspen, Colorado

Dear Sirs:

To Aspen I with wife on January 21 come to stay five nights. Respectfully ask reservation of one room for wife containing two beds and myself. Can do this? Also is there pool wife ask me for swimming or not with water warmed?

Please to send a letter or something from you that to above questions give answer. Also to know the room how much it cost.

To hear from you with eagerness I wait.

Sincerely,

Imito Sumoto

Please excuse poor English I not know too well.

ALPEN INN HOTEL
Aspen, Colorado

The Alpen Inn Hotel is pleased to confirm your reservation as follows:

Dates: From ____________ to ____________
(Arrival) (Departure)

Type of Room: ☐ Single ☐ Twin ☐ Suite

Rate: $__________ per night

Remarks:

101

CREATING SENTENCES FROM IDEAS

One of Betty's most important tasks as director of sales is to convince groups that the Alpen Inn Hotel is a good place to hold their conventions. Conventions are important to hotels such as the Alpen Inn because they help to keep the hotels filled with guests.

The following are ideas that Betty has jotted down for a letter she intends to send to various organizations and groups to encourage them to hold their conventions at the Alpen Inn.

Instructions: Betty asks you to develop each idea below into a sentence or two that can later be used in letters to organizations and groups that are planning conventions. Betty has done the first sentence as an example.

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Aspen, Colorado

Notes from the desk of
Betty Marasco

Ideas for sales letter--

Aspen--blue skies, sunshine 340 days a year

The sun shines and the skies are deep blue at least 340 days each year in Aspen.

Alpen Inn Hotel:

Ski areas--4 major within six miles

Ski parties in winter, cook-outs and horseback rides in summer

Floor show and dance bands year round

18-hole golf course, Olympic-size swimming pool

ANSWERING INQUIRIES ABOUT HOTEL FACILITIES

Because you are preparing to take Betty Marasco's place as Sales Director for the Alpen Inn Hotel, she asks you to answer the letter from Linda Finley shown at the right.

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AMERICAN FEDERATION OF WOMEN STEELWORKERS
1021 Glenwood Drive
Ironstown, Pennsylvania 16204

October 6, 197-

Ms. Betty Marasco
Director of Sales
Alpen Inn Hotel
Aspen, CO 81611

The National Federation of Women Steelworkers is planning its national convention for the first week of next August and is considering the Alpen Inn Hotel for the convention site. However, before we definitely decide on the site, we need answers to the following questions: (1) How many meeting and conference rooms are available at the Alpen Inn? (2) How many people will each meeting and conference room accommodate? (3) What are the prices of your single and twin-bedded guest rooms?

Please send the above information plus any other information you think will be helpful to us in deciding whether to hold our convention at the Alpen Inn Hotel.

Linda Finley

Linda Finley, President
American Federation of
Women Steelworkers

bm

ALPEN INN HOTEL
Aspen, Colorado

(1)

(2)

(3)

Other information:

103

(Simulation Page 5)

WOULD I LIKE THIS TYPE OF CAREER?

. Do you like to be in places where
people are always coming or going? . . . . Yes No

2. Do you like to write about the places
and things in which you are
interested? . . . . Yes No

3. Do you like to sell things such as news-
papers, school papers, or items for
fund-raising activities? . . . . Yes No

4. Do you like to write letters? . . . . . . Yes No

5. Do you like such activities as making
posters, doing art work, designing
bulletin boards, and so forth? . . . . . . Yes No

6. Do you like to be the leader when you
do things with your friends? . . . . Yes No

7. Are you tactful in dealing with others?. Yes No

8. Are you generally able to persuade
other people to your points of view? . . Yes No

9. Do you enjoy talking with people you
have just met for the first time? . . . Yes No

If your answers to most of the above questions are "yes," chances are you would enjoy working in the sales or promotion department of an organization.

If your answers to items 6-9 above are "yes," chances are you would enjoy being a director of sales or sales manager.

List below other qualities you think a Director of Sales should have:

Now go back and underline those qualities you think you have.

UNIT 6

HOW A HOTEL ACCOUNTANT AVOIDS RUN-ON SENTENCES AND SENTENCE FRAGMENTS

PURPOSE

The purpose of this unit is to give students practice in identifying and correcting run-on and sentence fragments while learning about the type of work performed by a head accountant.

MAJOR ACTIVITY

The major activity in this unit is a six-page simulation of the work performed by Pat Carney, an accountant for the Alpen Inn Hotel in Aspen, Colorado. The simulation contains activities that might be performed by an accountant in any large enterprise. Each activity requires students to identify and rewrite or correct run-on sentences and sentence fragments. The suggested procedures for administering the simulation are as follows:

Before Class:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Accountant" on page 104.

During Class:

1. Distribute the simulation packets,reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key, pages 98-103.
2. Ask students to complete pages 2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first five pages, go through the simulation with them. Check answers and discuss the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 of the simulation packet to answer the questions and discuss the topics shown on that page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1. Duplicate and distribute copies of the forms on pages 95-96 and have students use the forms to prepare their personal Balance Sheets and Income Statements. In completing these forms, each student will find his "net worth" at present and his "net income" for the month. In doing this, the student will be performing a simplified version of tasks performed by an accountant while learning to analyze his spending habits and his personal financial status.

   Go over each form with the students before they begin, explaining how the form is to be completed:

   On the Balance Sheet, students are to list the things they own (i.e., their assets) by categories, such as clothes, sporting goods, money in bank, and so forth. They then estimate the value of the assets. From the total value of things they own, they subtract the money they owe to others (i.e., their liabilities). The resulting balance is their "net worth". At the bottom of the page, students are to write a paragraph describing the items (assets) they would like to acquire during the next year.

   On the Income Statement, students are to show the total money they received for the previous month (or current month, if the month is just ending). Then they list the things for which they spent money during the month and the amount spent on each. The total amount spent is subtracted from the total income to find the "net income." After finding net income, students are asked to write a paragraph explaining how they will get the money necessary to buy the assets they want.

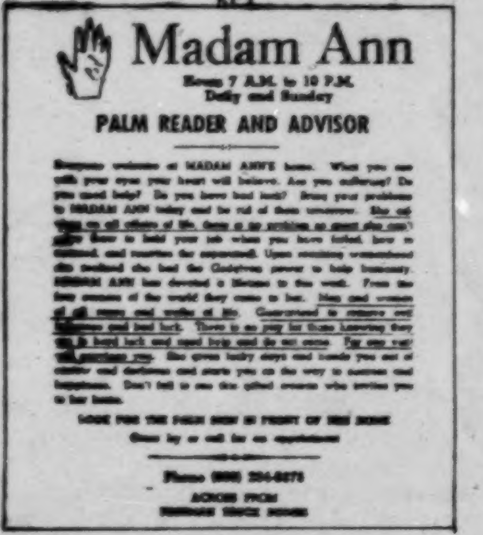
   Students may want to do this exercise at the end of each month to see how their net income and net worth changes from month to month.

2. Duplicate and distribute the "Madam Ann" sheet (page 97) and have students underline the sentence fragments in the Madam Ann advertisement. (You may want to use this activity when you are working on one of the units dealing with the field of advertising.)

   After students have finished the exercise, you may want to discuss with them the effectiveness of the advertisement. Develop the idea that while Madam Ann's advertisement may be effective even though it contains many sentence fragments, a similar advertisement announcing secretarial or accounting services that contain sentence fragments or other non-standard English would not likely draw many customers.

Note: This activity contains many sentence fragments although it does not deal with the career of accountant. It is a copy of an actual leaflet put out by a palm reader. If you feel the content would be offensive to your students for either religious or ethnic reasons, it should not be used in your classroom.

KEY



Madam Ann

Hours 7 A.M. to 10 P.M.
Daily and Sunday

PALM READER AND ADVISOR

INTERVIEW

. . .an accountant or auditor from a hotel or other local firm.

. . .a Certified Public Accountant from local CPA firm.

. . .an employee in any hotel or motel occupation in which students express an interest.

(See Interview Guide in Appendix for procedures to use in a group interview.)

ADDITIONAL OCCUPATIONS IN THE HOTEL INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

(The following are business careers in the hotel industry; on page 76 is a list of all types of jobs available in the hotel-motel industry.)

Assistant Manager; Resident Manager; Auditor; Cashier; Accountant; Front Office Manager; Restaurant Manager; Restaurant Cashier; Room Clerk; General Manager; Purchasing Manager; Catering Manager.

FIELD TRIP

. . .to a hotel to see complete operation of a hotel and to learn about hotel careers, including the job of hotel accountant or auditor.

. . .to any local firm which employs a full-time accountant, to learn more about the work performed by an accountant.

. . .to the office of a local CPA (Certified Public Accountant) to learn what a CPA does, the training he must have, and the examinations he must pass to be certified.

(See Field Trip Guide in Appendix for field trip procedures.)

FIGURING NET WORTH

When you hear someone discuss how much money a rich person has, you usually hear something such as, "Did you know that Aristotle Onasis is worth 500 million dollars?". Are you curious about how much you are worth? If you are, find out by filling in this form.

Instructions: On the balance sheet shown below, list the things you own that are worth money and then the things you owe others. The difference between what you own less what you owe is your "net worth."

After you have completed the form, write a paragraph at the bottom of this page describing the assets you wish you had. These assets should be ones that you think you could get within the next year.

BALANCE SHEET

Name: ______________________________ Date: ____________________

Assets: (Things you own, such as clothes, money, sporting goods, records, etc.)	Value (How much it is worth)
______________________________	$_______________
______________________________	$_______________
______________________________	$_______________
______________________________	$_______________
TOTAL VALUE OF ASSETS:	$_______________

Liabilities: (Money I owe to people)	Amount
______________________________	$_______________
______________________________	$_______________
______________________________	$_______________
______________________________	$_______________
TOTAL VALUE OF LIABILITIES:	- $_______________
MY NET WORTH (Assets minus liabilities)	$_______________

In the space below, write a paragraph describing the assets you want to get during the next year.

FIGURING NET INCOME

If you are like most people, when you receive money--either as a gift, allowance, or earnings from a job--it seems to be gone before you realize where it went. This form will help you see what the money you receive is spent on.

Instructions: The form shown below is your personal income statement for the period of one month. List your sources of income for one month and everything you can remember money was spent for during that month. Your "net income" is your total income less expenses.

INCOME STATEMENT

For the month of ______________

Name: ______________________________

INCOME (*Money I received*)

Where I got the money:	*Amount*	*Grand Total*
________________	______	
________________	______	
________________	______	
________________	______	
TOTAL INCOME	______	→ $________

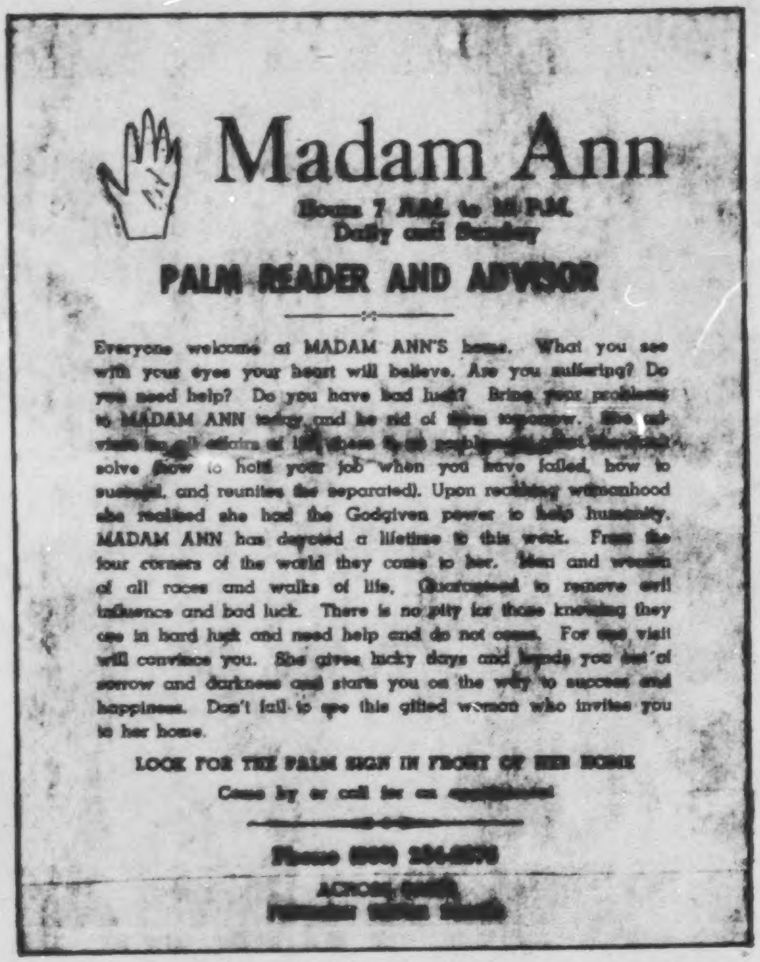
EXPENDITURES (*Money I spent*)

What I spent money for:		
________________	______	
________________	______	
________________	______	
________________	______	
TOTAL EXPENDITURES	______	→ - $________
NET INCOME (*Income less expenditures*)		$________

Now that you have discovered what your net income is, write a paragraph below telling how you plan to buy the assets you want to acquire. If your net income is not high enough to buy the things you want, describe ways in which you could bring in more money.

MADAM ANN

Madam Ann may be a great Palm Reader, but she certainly seems to have trouble writing complete sentences. Read her advertisement below to see how many sentence fragments or run-on sentences you can find. Underline each.



Madam Ann

Hours 7 A.M. to 10 P.M.
Daily and Sunday

PALM READER AND ADVISOR

Everyone welcome at MADAM ANN'S home. What you see with your eyes your heart will believe. Are you suffering? Do you need help? Do you have bad luck? Bring your problems to MADAM ANN today and be rid of them tomorrow. She advises on all affairs of life, those that people [illegible] solve (how to hold your job when you have failed, how to succeed, and reunites the separated). Upon reaching womanhood she realized she had the Godgiven power to help humanity. MADAM ANN has devoted a lifetime to this work. From the four corners of the world they come to her. Men and women of all races and walks of life. Guaranteed to remove evil influence and bad luck. There is no pity for those knowing they are in hard luck and need help and do not come. For one visit will convince you. She gives lucky days and leads you out of sorrow and darkness and starts you on the way to success and happiness. Don't fail to see this gifted woman who invites you to her home.

LOOK FOR THE PALM SIGN IN FRONT OF HER HOME

Come by or call for an appointment

Phone [illegible]

ACROSS [illegible]
[illegible]

UNIT 6

TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they know any people who are accountants.

b. If so, ask whether they think that the accountants they know really do the types of things described here.

c. Ask students to describe other types of work performed by the accountants they know, and in what type organization he or she works.

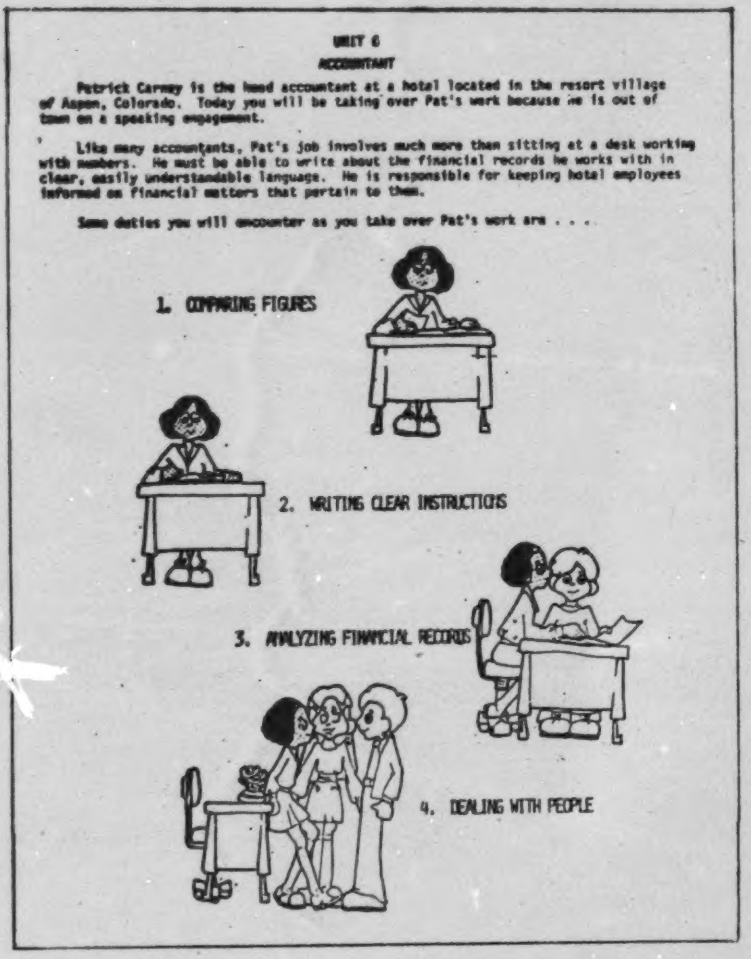
In a discussion develop the idea that accountants:

a. Must enjoy working with detailed information.

b. Must have the ability to concentrate on and stick with a problem until it is solved.

c. Should be able to be trusted with confidential information.

d. Must be able to report complicated financial records in clear, concise language.



UNIT 6

ACCOUNTANT

Patrick Carney is the head accountant at a hotel located in the resort village of Aspen, Colorado. Today you will be taking over Pat's work because he is out of town on a speaking engagement.

Like many accountants, Pat's job involves much more than sitting at a desk working with numbers. He must be able to write about the financial records he works with in clear, easily understandable language. He is responsible for keeping hotel employees informed on financial matters that pertain to them.

Some duties you will encounter as you take over Pat's work are . . .

1. COMPARING FIGURES

2. WRITING CLEAR INSTRUCTIONS

3. ANALYZING FINANCIAL RECORDS

4. DEALING WITH PEOPLE

Simulation page 2

CHECK:

Since this exercise involves taking a run-on sentence and dividing it into logical smaller sentences, students will build different sentences.

Ask several students to read their memos to the class, taking care not to embarass the student. Check to be certain that each division results in a complete sentence.

Optional Discussion Topics

. Ask students if they can name any businesses that offer discount plans.

  (Examples: airlines, car rental agencies, hotels, insurance companies, etc.)

. Ask students why they think companies offer discount plans.

  (If people receive a discount on the regular rate, they are more likely to purchase the product or service.)

WRITING CLEAR INSTRUCTIONS

This advertisement about ski package discount plans at The Alpen Inn Hotel will appear in newspapers and magazines throughout the United States. Before the hotel begins receiving inquiries about the discount plans, hotel employees must be familiar with the plans.

Instructions: Patrick Carney, hotel accountant, has asked you to re-write this memo in clear, understandable sentences before the memo is distributed to hotel employees.

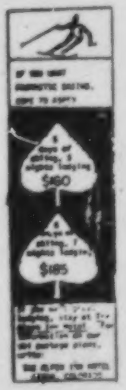
OFFICE MEMO

TO: *All Hotel Employees* **Date** *October 5, 19-*

FROM: *Patrick Carney, Hotel Accountant*

SUBJECT: *New Package Ski Discount Plans*

REMARKS: *The hotel is now offering two new ski package plans and is advertising them throughout the United States to attract people to Aspen for skiing and to The Alpen Inn Hotel for lodging at the rate of $160 for five days or $185 for six days depending on which plan they choose, remembering that a ski package discount can not be claimed by a family already receiving the reduced family rate*



OFFICE MEMO

TO: All Hotel Employees **Date** Oct. 5,19--

FROM: Patrick Carney, Hotel Accountant

SUBJECT: New Package Ski Discount Plans

REMARKS: *The hotel is now offering two new ski package plans. These plans are being advertised throughout the United States to attract people to Aspen for skiing and to the Alpen Inn Hotel for lodging. The rates are $160 for five days or $185 for six days, depending on which plan is chosen. A ski discount package can not be claimed by a family already receiving the reduced family rate.*

Simulation page 3

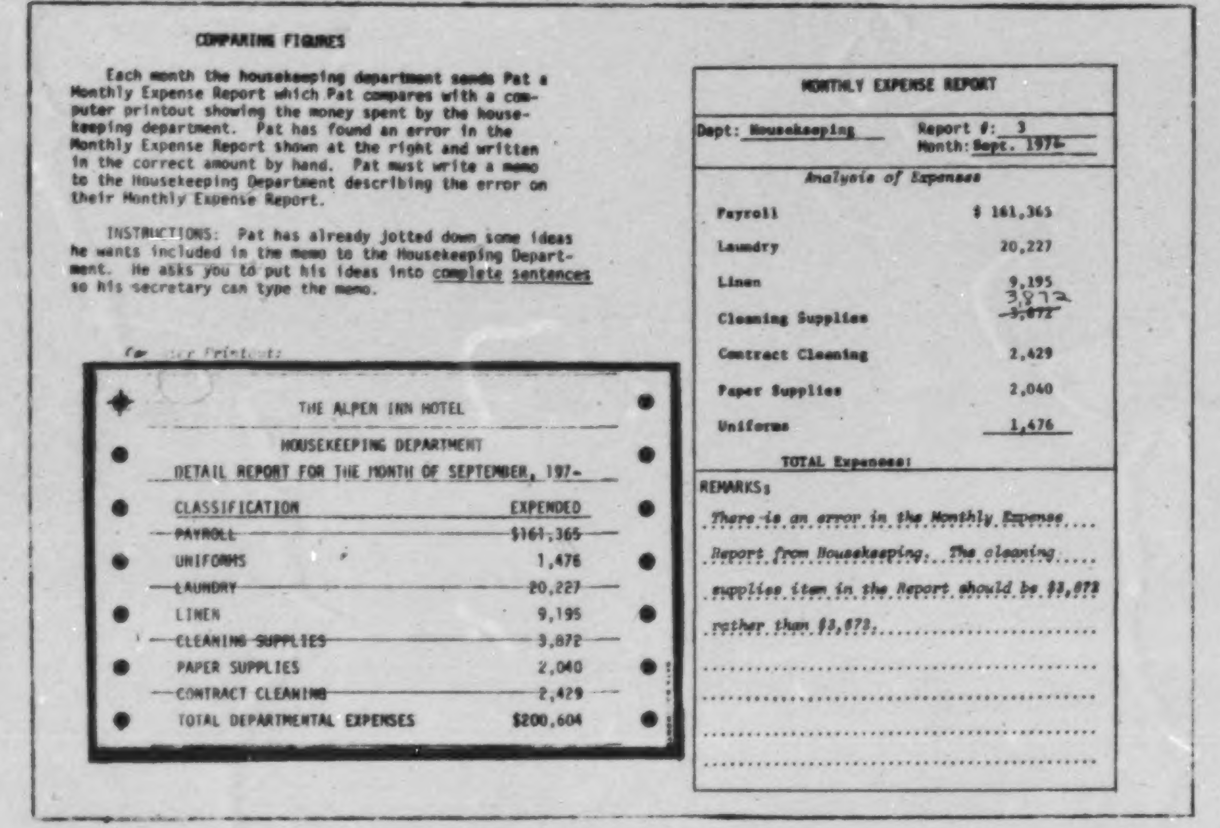
CHECK:

Go over the sentence fragments with the students, discussing what sentence parts are missing from each phrase. Have students check their sentences to make certain they have converted the fragments to complete sentences.

Optional Discussion Topics

- Have some of the students read their answers to the class. Discuss the different sentence patterns students have used to describe the error in the report.
- Ask students why they think it is necessary that when working with numbers it is a good idea to double check their work.

  (Because numbers are easily transposed, written incorrectly, or read wrong. Also, financial records demand accuracy.)



COMPARING FIGURES

Each month the housekeeping department sends Pat a Monthly Expense Report which Pat compares with a computer printout showing the money spent by the housekeeping department. Pat has found an error in the Monthly Expense Report shown at the right and written in the correct amount by hand. Pat must write a memo to the Housekeeping Department describing the error on their Monthly Expense Report.

INSTRUCTIONS: Pat has already jotted down some ideas he wants included in the memo to the Housekeeping Department. He asks you to put his ideas into complete sentences so his secretary can type the memo.

Computer Printout:

THE ALPEN INN HOTEL

HOUSEKEEPING DEPARTMENT

DETAIL REPORT FOR THE MONTH OF SEPTEMBER, 197-

CLASSIFICATION	EXPENDED
PAYROLL	$161,365
UNIFORMS	1,476
LAUNDRY	20,227
LINEN	9,195
CLEANING SUPPLIES	3,872
PAPER SUPPLIES	2,040
CONTRACT CLEANING	2,429
TOTAL DEPARTMENTAL EXPENSES	$200,604

MONTHLY EXPENSE REPORT

Dept: Housekeeping

Report #: 3

Month: Sept. 1976

Analysis of Expenses

Payroll	$ 161,365
Laundry	20,227
Linen	9,195
Cleaning Supplies	3,872 ~~3,072~~
Contract Cleaning	2,429
Paper Supplies	2,040
Uniforms	1,476
TOTAL Expenses:	

REMARKS:

There is an error in the Monthly Expense Report from Housekeeping. The cleaning supplies item in the Report should be $3,872 rather than $3,072.

Simulation page 4

CHECK:

Sentence fragments should be eliminated by making the changes shown in the Office Memo shown at the right. (Below)

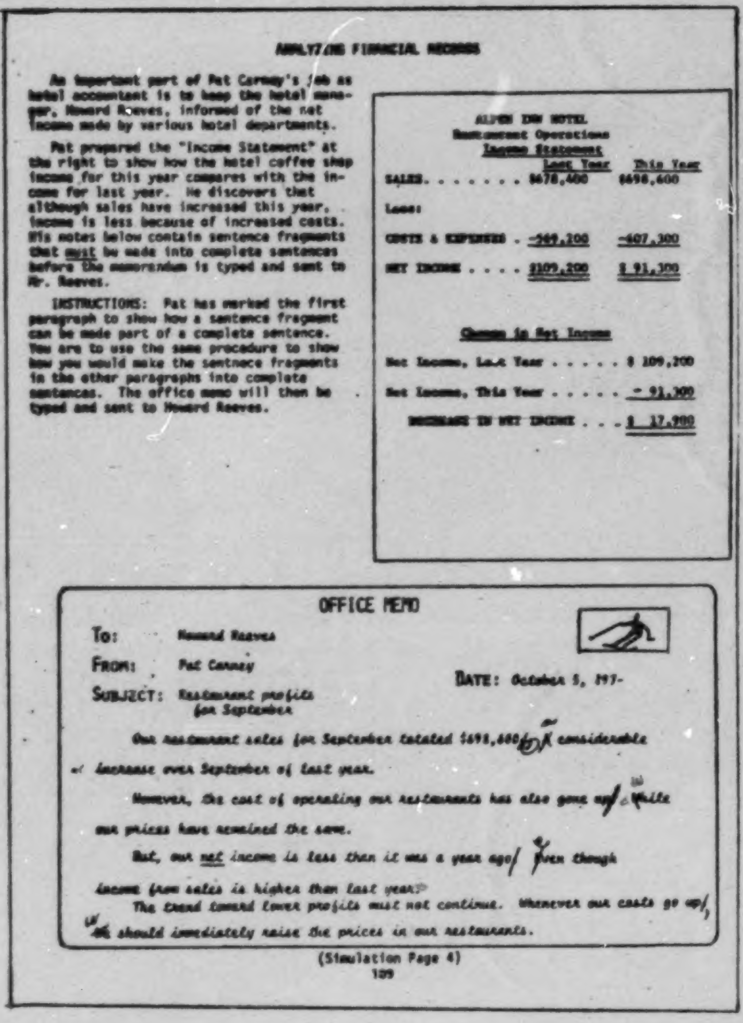
Optional Discussion Topics

. Costs and expenses increased greatly during the past year. Ask students to name the types of costs and expenses that they think might have increased.

(Examples: food, wages, electricity, linen, silverware, dishes, etc.)

Ask students whether they think they would enjoy working with figures, trying to analyze costs and income.

. Ask students whether they know anyone who operates a restaurant. If they do, ask them to try to find out who keeps the financial records for the restaurant. Point out that in some small restaurants and in other small businesses the owner often keeps his own financial records; that is, he is his own accountant. Larger businesses, on the other hand, generally have a full-or part-time accountant.



ANALYZING FINANCIAL RECORDS

An important part of Pat Carney's job as hotel accountant is to keep the hotel manager, Howard Reeves, informed of the net income made by various hotel departments.

Pat prepared the "Income Statement" at the right to show how the hotel coffee shop income for this year compares with the income for last year. He discovers that although sales have increased this year, income is less because of increased costs. His notes below contain sentence fragments that must be made into complete sentences before the memorandum is typed and sent to Mr. Reeves.

INSTRUCTIONS: Pat has marked the first paragraph to show how a sentence fragment can be made part of a complete sentence. You are to use the same procedure to show how you would make the sentnece fragments in the other paragraphs into complete sentences. The office memo will then be typed and sent to Howard Reeves.

ALPEN INN HOTEL
Restaurant Operations
Income Statement

	Last Year	This Year
SALES.	$678,400	$698,600
Less:		
COSTS & EXPENSES .	-569,200	-607,300
NET INCOME	$109,200	$ 91,300

Change in Net Income

Net Income, Last Year	$ 109,200
Net Income, This Year	- 91,300
DECREASE IN NET INCOME . . .	$ 17,900

OFFICE MEMO

To: Howard Reeves
From: Pat Carney
Subject: Restaurant profits for September
Date: October 5, 197-

Our restaurant sales for September totaled $698,600, a considerable increase over September of last year.

However, the cost of operating our restaurants has also gone up, while our prices have remained the same.

But, our net income is less than it was a year ago, even though income from sales is higher than last year.

The trend toward lower profits must not continue. Whenever our costs go up, we should immediately raise the prices in our restaurants.

(Simulation Page 4)
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Simulation page 5

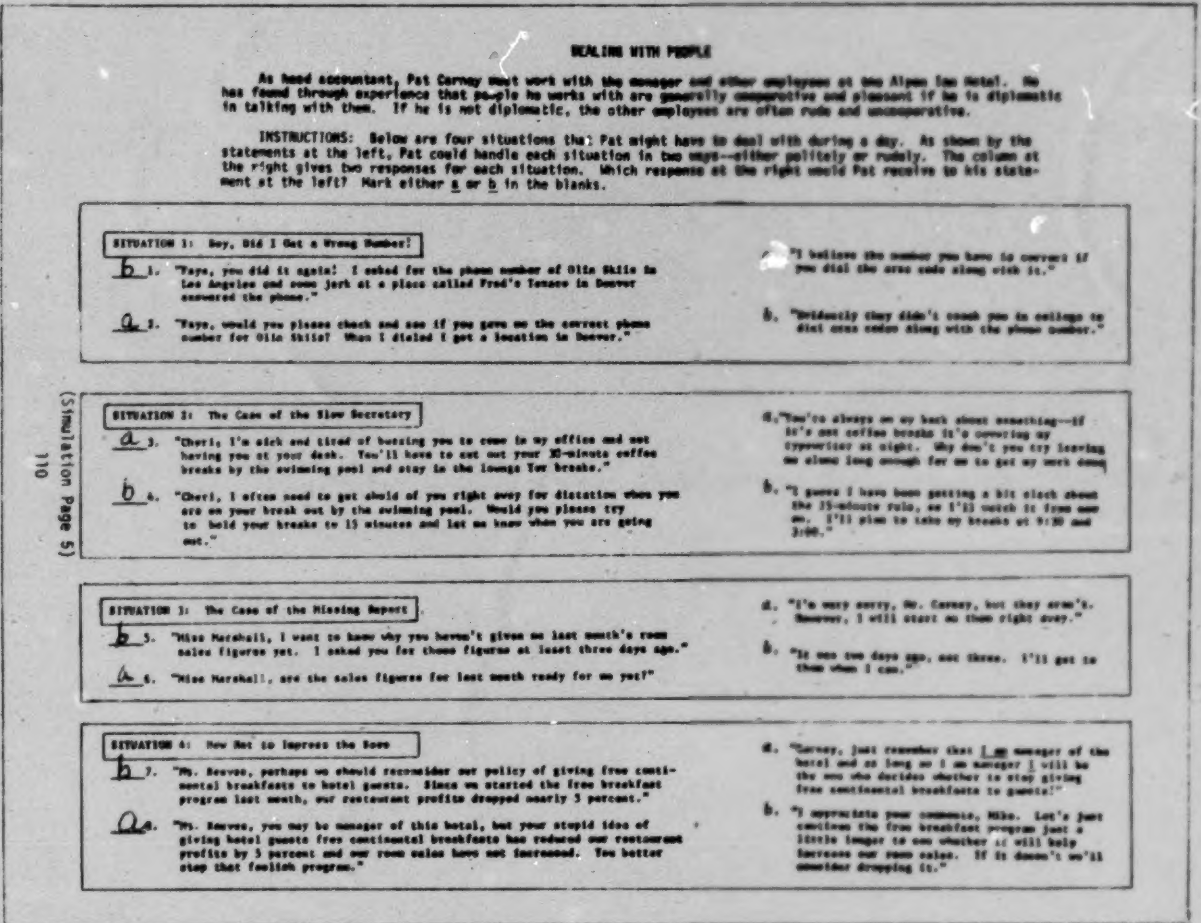
CHECK:

The correct answers are listed on the illustration at the bottom of this page.

Discuss each situation with students, developing the idea that a positive approach is usually the best way to deal with others. We can rarely get others to do what we want by showing sarcasm and anger.

Optional Discussion Topics

- Have students tell the type of response they think each of the statements shown at the right would likely elicit in turn. Ask students to think of times they have become angry because of how someone spoke to them rather than because of what was said.
- Have students break into groups of 4-5 and ask each group to write a short skit to bring out the points you have discussed in class concerning dealing with people.



DEALING WITH PEOPLE

As head accountant, Pat Carney must work with the manager and other employees at the Alpen Inn Hotel. He has found through experience that people he works with are generally cooperative and pleasant if he is diplomatic in talking with them. If he is not diplomatic, the other employees are often rude and uncooperative.

INSTRUCTIONS: Below are four situations that Pat might have to deal with during a day. As shown by the statements at the left, Pat could handle each situation in two ways--either politely or rudely. The column at the right gives two responses for each situation. Which response at the right would Pat receive to his statement at the left? Mark either a or b in the blanks.

SITUATION 1: Boy, Did I Get a Wrong Number!

b 1. "Faye, you did it again! I asked for the phone number of Olin Skils in Los Angeles and some jerk at a place called Fred's Texaco in Denver answered the phone."

a 2. "Faye, would you please check and see if you gave me the correct phone number for Olin Skils? When I dialed I got a location in Denver."

a. "I believe the number you have is correct if you dial the area code along with it."

b. "Evidently they didn't teach you in college to dial area codes along with the phone number."

SITUATION 2: The Case of the Slow Secretary

a 3. "Cheri, I'm sick and tired of buzzing you to come in my office and not having you at your desk. You'll have to cut out your 30-minute coffee breaks by the swimming pool and stay in the lounge for breaks."

b 4. "Cheri, I often need to get ahold of you right away for dictation when you are on your break out by the swimming pool. Would you please try to hold your breaks to 15 minutes and let me know when you are going out."

a. "You're always on my back about something--if it's not coffee breaks it's covering my typewriter at night. Why don't you try leaving me alone long enough for me to get my work done

b. "I guess I have been getting a bit slack about the 15-minute rule, so I'll watch it from now on. I'll plan to take my breaks at 9:30 and 3:00."

SITUATION 3: The Case of the Missing Report

b 5. "Miss Marshall, I want to know why you haven't given me last month's room sales figures yet. I asked you for those figures at least three days ago."

a 6. "Miss Marshall, are the sales figures for last month ready for me yet?"

a. "I'm very sorry, Mr. Carney, but they aren't. However, I will start on them right away."

b. "It was two days ago, not three. I'll get to them when I can."

SITUATION 4: How Not to Impress the Boss

b 7. "Ms. Reeves, perhaps we should reconsider our policy of giving free continental breakfasts to hotel guests. Since we started the free breakfast program last month, our restaurant profits dropped nearly 5 percent."

a 8. "Ms. Reeves, you may be manager of this hotel, but your stupid idea of giving hotel guests free continental breakfasts has reduced our restaurant profits by 5 percent and our room sales have not increased. You better stop that foolish program."

a. "Carney, just remember that I am manager of the hotel and as long as I am manager I will be the one who decides whether to stop giving free continental breakfasts to guests!"

b. "I appreciate your comments, Mike. Let's just continue the free breakfast program just a little longer to see whether it will help increase our room sales. If it doesn't we'll consider dropping it."

(Simulation Page 5)

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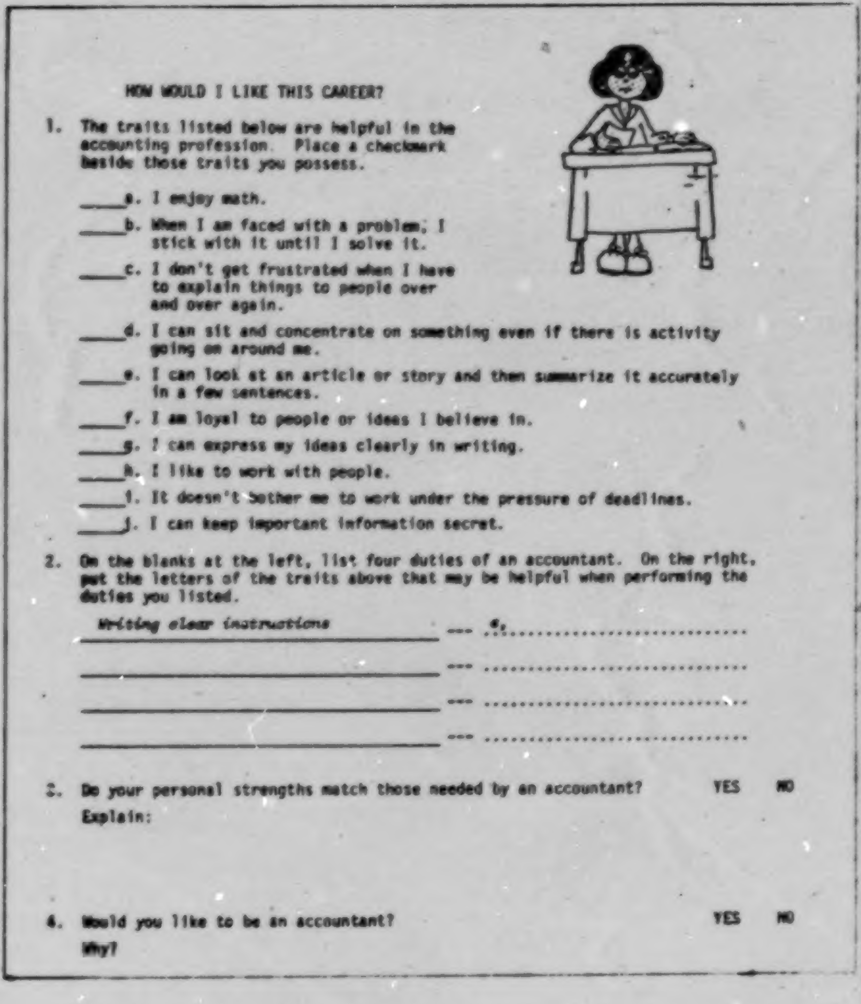
Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



HOW WOULD I LIKE THIS CAREER?

1. The traits listed below are helpful in the accounting profession. Place a checkmark beside those traits you possess.

_____a. I enjoy math.
_____b. When I am faced with a problem, I stick with it until I solve it.
_____c. I don't get frustrated when I have to explain things to people over and over again.
_____d. I can sit and concentrate on something even if there is activity going on around me.
_____e. I can look at an article or story and then summarize it accurately in a few sentences.
_____f. I am loyal to people or ideas I believe in.
_____g. I can express my ideas clearly in writing.
_____h. I like to work with people.
_____i. It doesn't bother me to work under the pressure of deadlines.
_____j. I can keep important information secret.

2. On the blanks at the left, list four duties of an accountant. On the right, put the letters of the traits above that may be helpful when performing the duties you listed.

Writing clear instructions --- e,..............................
______________________________ --- ....
______________________________ --- ....
______________________________ --- ....

3. Do your personal strengths match those needed by an accountant? YES NO
Explain:

4. Would you like to be an accountant? YES NO
Why?

BACKGROUND INFORMATION ON ACCOUNTANTS

Accountants work with business records and prepare financial reports. The three major fields of employment as an accountant are public, private, and government.

Public: Independent accountants who work on a fee basis for any business or individual wishing to use their services.

Tasks:
- Preparing income tax returns
- Auditing internal accounting procedures
- Consulting on budgeting and control systems

Private: Industrial or management accountants handle financial records for particular business firms for which they work on a salary basis.

Tasks:
- Planning and directing accounting systems
- Examining financial systems
- Preparing financial reports
- May serve in executive capacity such as controller, treasurer, etc.

Government: Government accountants work as agents for the Internal Revenue Service, investigators or bank examiners, and general accountants for a government agency.

Tasks:
- Develop accounting systems for government agencies
- Auditing financial records of government agencies
- Auditing records of private firms subject to government regulation.

Capabilities & Skills Required:

Training in accounting from a four-year college, junior college, business or correspondence school is required. A four-year degree, specializing in accounting, is especially necessary for public accounting. Passing an examination and fulfilling state requirements is necessary to be a CPA (Certified Public Accountant). Accountants often need a Master's degree or specialized study in data processing in order to be aware of legal and business developments which affect their work.

Accountants must enjoy working with numbers and doing detailed work. They need to be able to communicate well, both verbally and in writing. Being loyal and being able to keep a confidence is important due to their knowledge of much private financial information. Accountants must be able to work under pressure because of the many deadlines imposed by the government and other agencies in matters concerning financial reporting.

STUDENT MATERIALS

Following is a six-page "Accountant" simulation which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains typical activities performed by an accountant and requires students to identify and correct run-on sentences or sentence fragments and write complete sentences.

The teacher's key and discussion guide for the simulation are on the preceding pages.

UNIT 6

ACCOUNTANT

Patrick Carney is the head accountant at a hotel located in the resort village of Aspen, Colorado. Today you will be taking over Pat's work because he is out of town on a speaking engagement.

Like many accountants, Pat's job involves much more than sitting at a desk working with numbers. He must be able to write about the financial records he works with in clear, easily understandable language. He is responsible for keeping hotel employees informed on financial matters that pertain to them.

Some duties you will encounter as you take over Pat's work are . . .

1. COMPARING FIGURES

2. WRITING CLEAR INSTRUCTIONS

3. ANALYZING FINANCIAL RECORDS

4. DEALING WITH PEOPLE

WRITING CLEAR INSTRUCTIONS

This advertisement about ski package discount plans at The Alpen Inn Hotel will appear in newspapers and magazines throughout the United States. Before the hotel begins receiving inquiries about the discount plans, hotel employees must be familiar with the plans.

Instructions: Patrick Carney, hotel accountant, has asked you to re-write this memo in clear, understandable sentences before the memo is distributed to hotel employees.

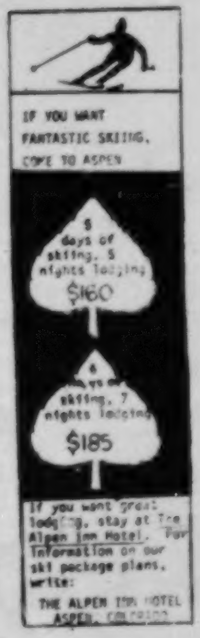
OFFICE MEMO

TO: *All Hotel Employees* **Date** *October 5, 19-*

FROM: *Patrick Carney, Hotel Accountant*

SUBJECT: *New Package Ski Discount Plans*

REMARKS: *The hotel is now offering two new ski package plans and is advertising them throughout the United States to attract people to Aspen for skiing and to The Alpen Inn Hotel for lodging at the rate of $160 for five days or $185 for six days depending on which plan they choose, remembering that a ski package discount can not be claimed by a family already receiving the reduced family rate.*


IF YOU WANT FANTASTIC SKIING, COME TO ASPEN

5 days of skiing, 5 nights lodging $160

6 days of skiing, 7 nights lodging $185

If you want great lodging, stay at The Alpen Inn Hotel. For information on our ski package plans, write:

THE ALPEN INN HOTEL
ASPEN, COLORADO

OFFICE MEMO

TO: All Hotel Employees **Date** Oct. 5,19--

FROM: Patrick Carney, Hotel Accountant

SUBJECT: New Package Ski Discount Plans

REMARKS: ....

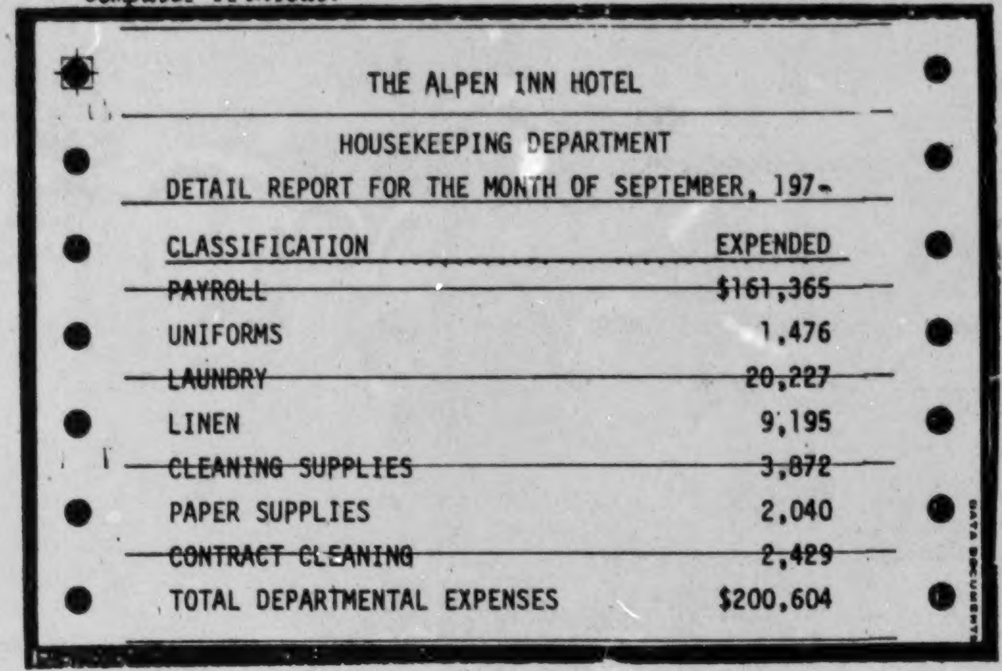
(Simulation Page 2)

COMPARING FIGURES

Each month the housekeeping department sends Pat a Monthly Expense Report which Pat compares with a computer printout showing the money spent by the housekeeping department. Pat has found an error in the Monthly Expense Report shown at the right and written in the correct amount by hand. Pat must write a memo to the Housekeeping Department describing the error on their Monthly Expense Report.

INSTRUCTIONS: Pat has already jotted down some ideas he wants included in the memo to the Housekeeping Department. He asks you to put his ideas into complete sentences so his secretary can type the memo.

Computer Printout:



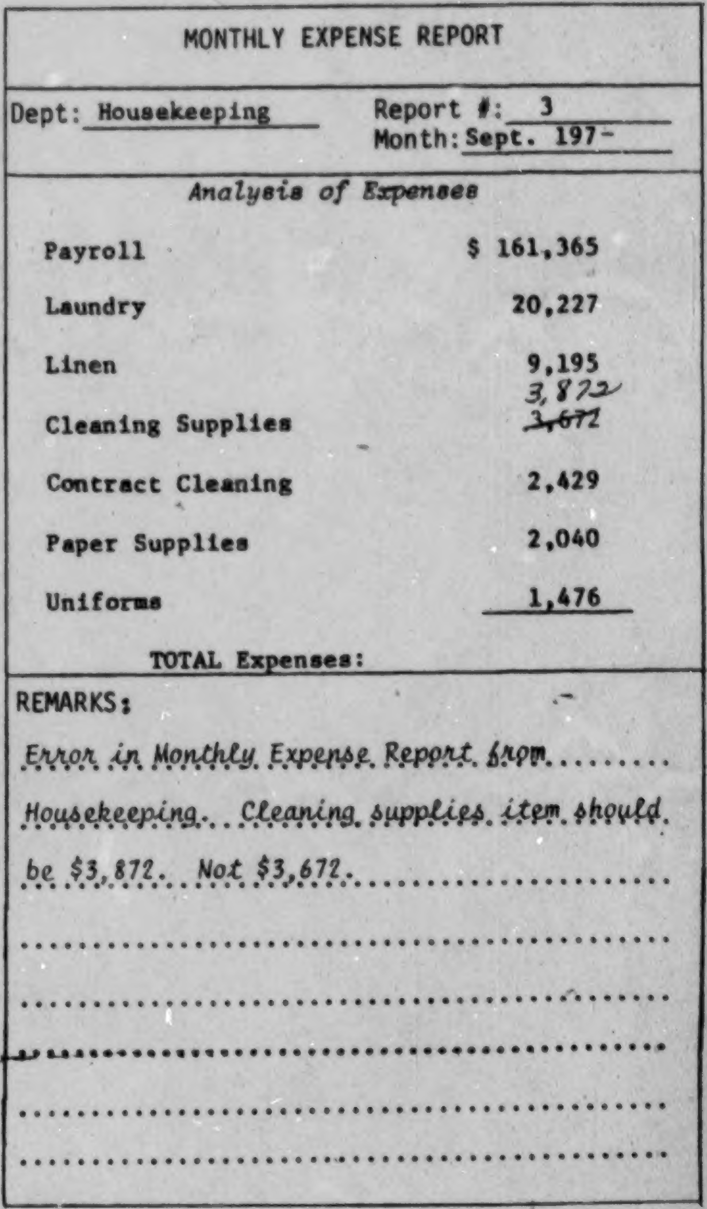
THE ALPEN INN HOTEL

HOUSEKEEPING DEPARTMENT

DETAIL REPORT FOR THE MONTH OF SEPTEMBER, 197-

CLASSIFICATION	EXPENDED
PAYROLL	$161,365
UNIFORMS	1,476
LAUNDRY	20,227
LINEN	9,195
CLEANING SUPPLIES	3,872
PAPER SUPPLIES	2,040
CONTRACT CLEANING	2,429
TOTAL DEPARTMENTAL EXPENSES	$200,604

DATA DOCUMENTS



MONTHLY EXPENSE REPORT

Dept: Housekeeping

Report #: 3

Month: Sept. 197-

Analysis of Expenses

Payroll	$ 161,365
Laundry	20,227
Linen	9,195
Cleaning Supplies	~~3,672~~ 3,872
Contract Cleaning	2,429
Paper Supplies	2,040
Uniforms	1,476

TOTAL Expenses:

REMARKS:

Error in Monthly Expense Report from Housekeeping. Cleaning supplies item should be $3,872. Not $3,672.

ANALYZING FINANCIAL RECORDS

An important part of Pat Carney's job as hotel accountant is to keep the hotel manager, Howard Reeves, informed of the net income made by various hotel departments.

Pat prepared the "Income Statement" at the right to show how the hotel coffee shop income for this year compares with the income for last year. He discovers that although sales have increased this year, income is less because of increased costs. His notes below contain sentence fragments that must be made into complete sentences before the memorandum is typed and sent to Mr. Reeves.

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ALPEN INN HOTEL
Restaurant Operations
Income Statement

	Last Year	This Year
SALES.	$678,400	$698,600
Less:		
COSTS & EXPENSES .	-569,200	-607,300
NET INCOME	$109,200	$ 91,300

Change in Net Income

Net Income, Last Year	$ 109,200
Net Income, This Year	- 91,300
DECREASE IN NET INCOME . . .	$ 17,900

OFFICE MEMO

To: *Howard Reeves*

From: *Pat Carney*

Date: *October 5, 197-*

Subject: *Restaurant profits for September*

Our restaurant sales for September totaled $698,600~~.~~, ~~A~~ a considerable increase over September of last year.

However, the cost of operating our restaurants has also gone up. While our prices have remained the same.

But, our net income is less than it was a year ago. Even though income from sales is higher than last year.

The trend toward lower profits must not continue. Whenever our costs go up. We should immediately raise the prices in our restaurants.

DEALING WITH PEOPLE

As head accountant, Pat Carney must work with the manager and other employees at the Alpen Inn Hotel. He has found through experience that people he works with are generally cooperative and pleasant if he is diplomatic in talking with them. If he is not diplomatic, the other employees are often rude and uncooperative.

INSTRUCTIONS: Below are four situations that Pat might have to deal with during a day. As shown by the statements at the left, Pat could handle each situation in two ways--either politely or rudely. The column at the right gives two responses for each situation. Which response at the right would Pat receive to his statement at the left? Mark either a or b in the blanks.

SITUATION 1: Boy, Did I Get a Wrong Number!

_____1. "Faye, you did it again! I asked for the phone number of Olin Skiis in Los Angeles and some jerk at a place called Fred's Texaco in Denver answered the phone."

_____2. "Faye, would you please check and see if you gave me the correct phone number for Olin Skiis? When I dialed I got a location in Denver."

a. "I believe the number you have is correct if you dial the area code along with it."

b. "Evidently they didn't teach you in college to dial area codes along with the phone number."

SITUATION 2: The Case of the Slow Secretary

_____3. "Cheri, I'm sick and tired of buzzing you to come in my office and not having you at your desk. You'll have to cut out your 30-minute coffee breaks by the swimming pool and stay in the lounge for breaks."

_____4. "Cheri, I often need to get ahold of you right away for dictation when you are on your break out by the swimming pool. Would you please try to hold your breaks to 15 minutes and let me know when you are going out."

a. "You're always on my back about something--if it's not coffee breaks it's covering my typewriter at night. Why don't you try leaving me alone long enough for me to get my work done

b. "I guess I have been getting a bit slack about the 15-minute rule, so I'll watch it from now on. I'll plan to take my breaks at 9:30 and 3:00."

SITUATION 3: The Case of the Missing Report

_____5. "Miss Marshall, I want to know why you haven't given me last month's room sales figures yet. I asked you for those figures at least three days ago."

_____6. "Miss Marshall, are the sales figures for last month ready for me yet?"

a. "I'm very sorry, Mr. Carney, but they aren't. However, I will start on them right away."

b. "It was two days ago, not three. I'll get to them when I can."

SITUATION 4: How Not to Impress the Boss

_____7. "Ms. Reeves, perhaps we should reconsider our policy of giving free continental breakfasts to hotel guests. Since we started the free breakfast program last month, our restaurant profits dropped nearly 5 percent."

_____8. "Ms. Reeves, you may be manager of this hotel, but your stupid idea of giving hotel guests free continental breakfasts has reduced our restaurant profits by 5 percent and our room sales have not increased. You better stop that foolish program."

a. "Carney, just remember that I am manager of the hotel and as long as I am manager I will be the one who decides whether to stop giving free continental breakfasts to guests!"

b. "I appreciate your comments, Mike. Let's just continue the free breakfast program just a little longer to see whether it will help increase our room sales. If it doesn't we'll consider dropping it."

HOW WOULD I LIKE THIS CAREER?

1. The traits listed below are helpful in the accounting profession. Place a checkmark beside those traits you possess.

_____a. I enjoy math.

_____b. When I am faced with a problem, I stick with it until I solve it.

_____c. I don't get frustrated when I have to explain things to people over and over again.

_____d. I can sit and concentrate on something even if there is activity going on around me.

_____e. I can look at an article or story and then summarize it accurately in a few sentences.

_____f. I am loyal to people or ideas I believe in.

_____g. I can express my ideas clearly in writing.

_____h. I like to work with people.

_____i. It doesn't bother me to work under the pressure of deadlines.

_____j. I can keep important information secret.

2. On the blanks at the left, list four duties of an accountant. On the right, put the letters of the traits above that may be helpful when performing the duties you listed.

Writing clear instructions --- *e,* ....

______________________________ --- ....

______________________________ --- ....

______________________________ --- ....

3. Do your personal strengths match those needed by an accountant? YES NO

Explain:

4. Would you like to be an accountant? YES NO

Why?

UNIT 7

USING PARAGRAPHS AS A GENERAL OFFICE WORKER FOR THE ASPEN SKI CORPORATION

PURPOSE

The purpose of this unit is to help students reinforce their knowledge of paragraph development and use of reference material while acquainting them with the type of work performed by a GENERAL OFFICE WORKER.

MAJOR ACTIVITIES

The major activity in this unit is a six-page simulation of the work performed by Ken Eubanks, a general office worker for the Aspen Ski Corporation--an organization which owns and operates hotels, ski shops, restaurants, and other businesses in Aspen, Colorado.

The simulation contains activities which might be typical of those performed by general office workers in other organizations, and each activity requires students to apply their knowledge of paragraph development to an office situation. The suggested procedures for administering the simulation are as follow:

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on General Office Workers" on page 124.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key which begins on page 118.
2. Ask students to complete pages 2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first five pages, go through the simulation with them. Check answers and discuss paragraph development and the other topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 of the simulation packet to answer the questions and discuss the topics at the top of the page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1➡ Most office workers should be familiar with procedures for placing long distance phone calls. Have students use the following "Phone Book Information Pages" (adapted from Bell Directory) to find answers to the questions shown on the page entitled "Information, Please." Duplicate the two "Phone Book Information Pages" and the page of "Information, Please" questions (pp. 115-7) before class so that each student will have a copy for desk use.

2➡ Nearly all office workers use various reference books on their jobs. Give students an opportunity to use references by asking them to find answers to questions such as those shown below. (You should, of course, provide the required references and a sheet containing the questions to be answered.)

Sample Questions:	Reference
1) What is the correct spelling of the word "occassionally" (occasionally)	Dictionary
2) How many syllables are in the word "particular"? Draw a vertical line after each syllable. (4; par| tic|u|lar)	20,000 Words or Dictionary
3) What is the name, address, and telephone number of two local hardware stores? (See your local directory)	Phone book; Yellow Pages
4) What is the telephone number for local directory assistance? (See your local directory)	Phone book: Front Pages
5) What is the telephone number for the superintendent of schools? (See your local directory.)	Phone book: White or Yellow Pages
6) What is the zip code for the Christopher Inn in Columbus, Ohio, at 300 East Broadway? (43215)	Zip Code Directory
7) What is the zip code for Fort Collins, Colorado? (80521)	Zip Code Directory
8) What are the order number and cost of the most expensive boy's bicycle in the catalog? (See catalog)	Catalog
9) What are the order numbers and prices of the two items in the catalog you would most like to have? (See catalog)	Catalog
10) What is another name for a scallion? (onion)	Thesaurus or Dictionary

References needed: Dictionary; Phone Book (white and yellow pages) Zip Code Directory; Catalog; and Thesaurus (optional). You might also show students references written specifically for office workers (such as The Secretary's Handbook.)

3➡ Ask students to submit questions they would like answered. Write or have a student write the questions on the chalkboard. Get the class to decide where the answer to each question could most easily be found. Explain that looking up information is a large part of general office work.

4➡ Have each student write a paragraph giving directions from school to his or her home. Suggest to students that they illustrate their directions with simple maps or diagrams. Have students read one another's paragraphs and tell whether they think the directions are clear and easy to follow.

FIELD TRIP

. . . to a local recreation or hospitality business to observe the complete operation of the business and learn about careers in the hospitality industry, including the job of general office worker.

. . . to any local business, such as an insurance company or bank, that employs general office workers to learn more about the variety of duties performed by a general office worker.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW

. . . a general office worker from a resort or recreation business in your area.

. . . a general office worker from any local firm.

. . . any employee who is working at an occupation in the hospitality and recreation area that the students are interested in knowing more about.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ADDITIONAL OCCUPATIONS IN THE HOSPITALITY AND RECREATION INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

Tour director
Golf club manager
Theater manager
Hobby shop director
Booking agent
Business agent
Recreation center director
Ticket seller
Travel counselor
Salesperson, amusement and sporting
   goods, hobbies and crafts, novelties,
   photographic equipment

INFORMATION, PLEASE

Directions: Answer the following questions by referring to the Phone Book Information Pages distributed by your teacher or to your local telephone directory.

1. At what time does the Night Rate (lowest rate) go into effect on customer-dialed calls? . . . . ____________________

2. In what time zone is Wyoming?. . . . . ____________________

3. What is the area code for Mexico?. . . . . ____________________

4. What long distance number would you dial to get Directory Assistance in Arizona?. . . . . ____________________

5. What is the complete number you would dial if you were calling 874-2234 in Denver, Colorado?. . . . . ____________________

6. What is the area code for San Francisco, California? . . . . ____________________

7. At what time is the Evening Rate in effect on operator-assisted calls? . . . . ____________________

8. What rate is in effect at 10 a.m. on Christmas Day?. . . . . . . ____________________

9. What time is it in Raleigh, North Carolina, when it is 2 o'clock in Billings, Montana?. . . . . ____________________

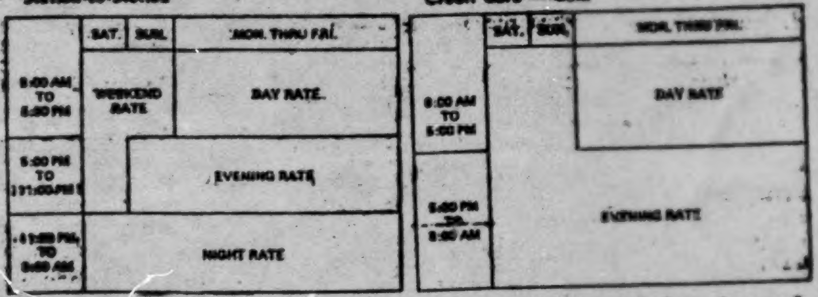
10. What is the area code for Hawaii?. . . . . ____________________

PHONE BOOK INFORMATION PAGES

long distance calls

Customer Dialed Calls — LOWEST RATES
Station-to-Station

Operator Assisted Calls — HIGHER RATES
Station-to-Station — Collect —
Credit Card — Coin



Person-to-Person — HIGHEST RATE — Minimum 3 minute initial period charge is same for all hours of every day.

Holidays — On New Year's Day, July 4th, Labor Day, Thanksgiving and Christmas Day, evening rates apply from 8 AM to 11 PM, night rates apply from 11 PM to 8 AM. If the holiday occurs on Sat. or Sun., Sat. and Sun. rates apply.

Time at the calling point determines the applicable rate period.

area codes for some cities

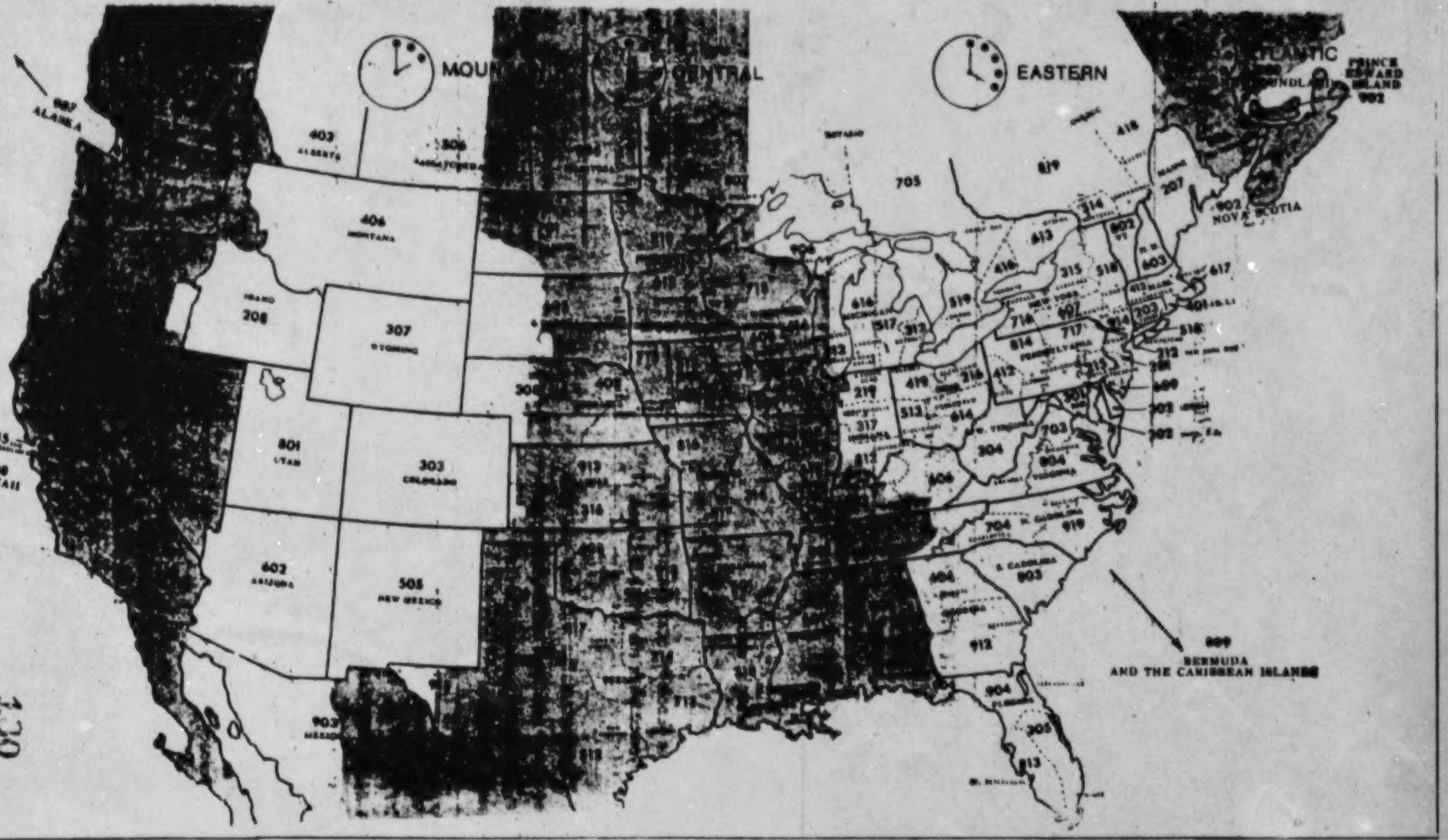
place	area code
ALABAMA	
all locations	205
ALASKA	
all locations	907
ARIZONA	
all locations	602
ARKANSAS	
all locations	501
CALIFORNIA	
Anaheim	714
Angels Camp	209
Arcadia	213
Auburn	916
Bakersfield	805
Beverly Hills	213
Compton	213
Covina	213
El Centro	714
Eureka	707
Fresno	209
Glendale	213
Inglewood	213
Long Beach	213
DELAWARE	
all locations	302
DISTRICT OF COLUMBIA	
all locations	202
FLORIDA	
Ft. Myers	813
Jacksonville	904
Miami	305
West Palm Beach	305
GEORGIA	
Atlanta	404
Augusta	404
Brunswick	912
Savannah	912
HAWAII	
all locations	808
IDAHO	
all locations	208
KANSAS	
Augusta	316
Coffeyville	316
Dodge City	316
Emporia	316
Garden City	316
Kansas City	913
Leavenworth	913
Salina	913
Topeka	913
Wichita	316
KENTUCKY	
Lexington	606
Louisville	502
LOUISIANA	
Baton Rouge	504
New Orleans	504
Shreveport	318
MAINE	
all locations	207
MARYLAND	
all locations	301
MISSOURI	
Kansas City	816
St. Joseph	816
St. Louis	314
Springfield	417
MONTANA	
all locations	406
NEBRASKA	
Chadron	308
Cozad	308
Grand Island	308
Holdredge	308
Kimball	308
Lincoln	402
Mitchell	308
North Platte	308
Ogallala	308
Omaha	402
Scottsbluff	308
Sidney	308
NEVADA	
all locations	702
NEW HAMPSHIRE	
all locations	603
NEW JERSEY	
Asbury Park	201
Jersey Ci	201
OHIO	
Akron	216
Cincinnati	513
Cleveland	216
Columbus	614
Dayton	513
Springfield	513
Toledo	419
Youngstown	216
OKLAHOMA	
Bartlesville	918
Oklahoma City	405
Tulsa	918
OREGON	
all locations	503
PENNSYLVANIA	
Altoona	814
Erie	814
Philadelphia	215
Pittsburgh	412
Reading	215
Scranton	717
Wilkes-Barre	717
RHODE ISLAND	
all locations	401
SOUTH CAROLINA	
all locations	803

→ **long distance directory assistance—Dial "1", plus the area code for the place you want, plus 555-1212.**

long distance calls

area codes speed your long distance calls

The U.S. and Canada are divided into more than 120 telephone areas. Each area has a 3 figure area code. Your area code is 303 (see map). The area code of the telephone you are calling should be dialed, or given to the operator if it is different from the area code of the telephone you are using. It should not be used if it is the same. (When placing call with operator, say, for example, "I want Area Code 312 555-2364.")—When you give someone your telephone number, include your area code if they need it to return your call.—A list of selected area codes is on call-guide 8. Time Zones (Standard Time) are shown.



UNIT 7
TEACHER'S KEY

Simulation Page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they are acquainted with any people who work as general office workers.

b. If some students say yes, ask in what type organization the general office worker is employed.

c. Ask the students to describe the type of work they think the general office workers they know perform.

In a discussion develop the idea that a general office worker performs a variety of activities on the job. These activities often include:

--editing and typing (and in some cases composing) letters, memorandums, and reports.

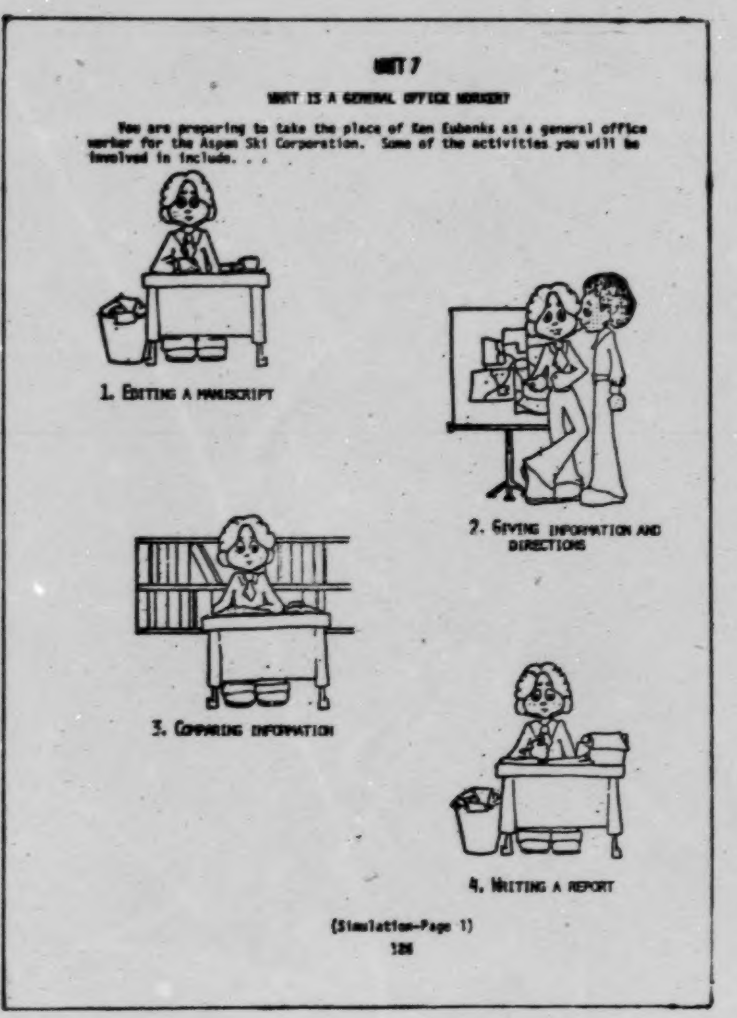
--recording and comparing data; processing other types of information.

--following directions and giving directions to others.

--answering the telephone and opening and sorting mail.

--keeping financial records.

In performing these activities they use various office machines such as typewriters, calculators, adding machines, copying machines, etc.



UNIT 7

WHAT IS A GENERAL OFFICE WORKER?

You are preparing to take the place of Ken Eubanks as a general office worker for the Aspen Ski Corporation. Some of the activities you will be involved in include. . .

1. EDITING A MANUSCRIPT

2. GIVING INFORMATION AND DIRECTIONS

3. COMPARING INFORMATION

4. WRITING A REPORT

(Simulation-Page 1)

[illegible]

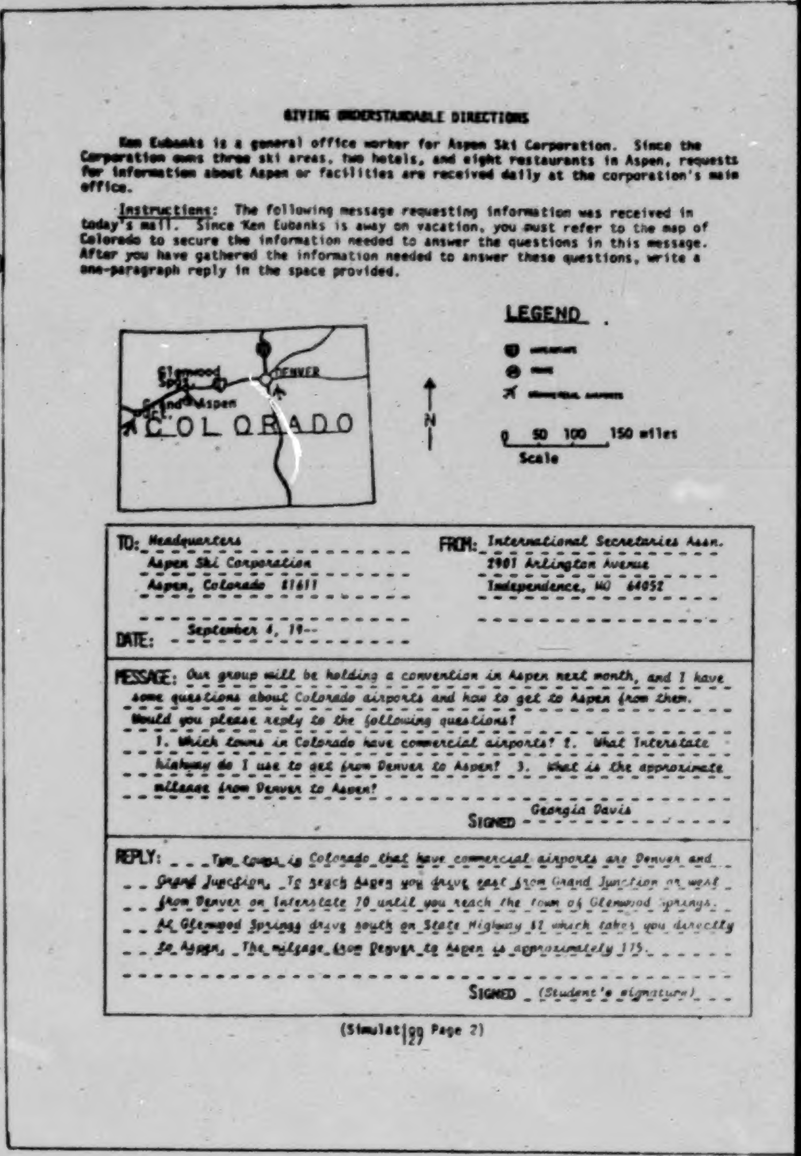
Simulation Page 2

CHECK:

Be sure that each of the questions asked by Georgia Davis is answered in paragraph form. Each student should have included the following:

1. Denver and Grand Junction have commercial airports.
2. A traveler uses Interstate 70 to reach Aspen from Denver.
3. It is approximately 175 miles from Denver to Aspen.

A sample reply is shown in the illustration at the right.



GIVING UNDERSTANDABLE DIRECTIONS

Ken Eubanks is a general office worker for Aspen Ski Corporation. Since the Corporation owns three ski areas, two hotels, and eight restaurants in Aspen, requests for information about Aspen or facilities are received daily at the corporation's main office.

Instructions: The following message requesting information was received in today's mail. Since Ken Eubanks is away on vacation, you must refer to the map of Colorado to secure the information needed to answer the questions in this message. After you have gathered the information needed to answer these questions, write a one-paragraph reply in the space provided.

TO: Headquarters
Aspen Ski Corporation
Aspen, Colorado 81611

DATE: September 4, 19--

FROM: International Secretaries Assn.
2901 Arlington Avenue
Independence, MO 64052

MESSAGE: Our group will be holding a convention in Aspen next month, and I have some questions about Colorado airports and how to get to Aspen from them. Would you please reply to the following questions?
1. Which towns in Colorado have commercial airports? 2. What Interstate highway do I use to get from Denver to Aspen? 3. What is the approximate mileage from Denver to Aspen?

SIGNED Georgia Davis

REPLY: Two towns in Colorado that have commercial airports are Denver and Grand Junction. To reach Aspen you drive east from Grand Junction or west from Denver on Interstate 70 until you reach the town of Glenwood Springs. At Glenwood Springs drive south on State Highway 82 which takes you directly to Aspen. The mileage from Denver to Aspen is approximately 175.

SIGNED (Student's signature)

(Simulation Page 2)
127

Simulation Page 3

CHECK:

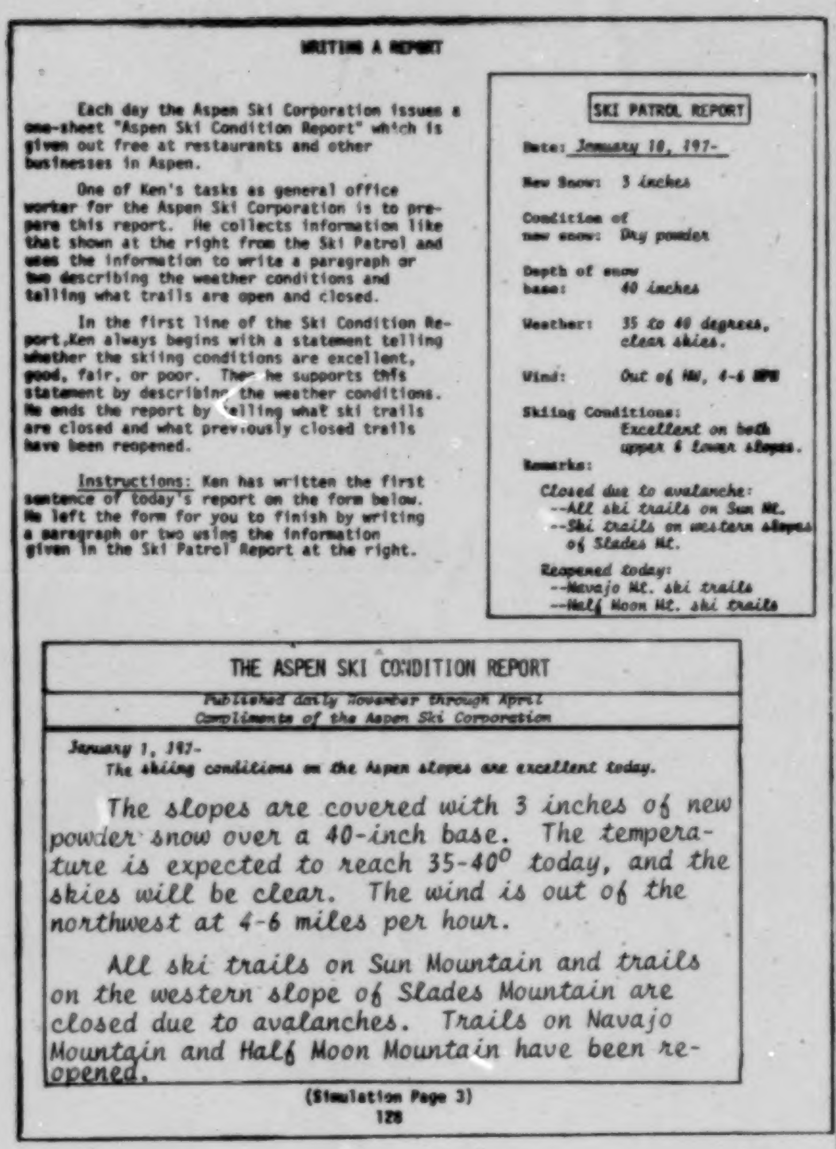
The paragraphs shown in the Ski Condition Report at the right are given as examples of the types of paragraphs students might write.

Check the paragraphs written by students to see that they are paragraphed logically. For example, weather conditions might be described in one paragraph and information about which ski trails are open and which ones are closed might be described in another paragraph.

Optional Discussion Topic

- Ask students why the Aspen Ski Corporation gives the "Aspen Ski Condition Report" away free. (Possible answers: for publicity; to create goodwill; public service, etc.)
- Ask students to name some businesses in their own community that publish free newspapers or reports.

Develop the idea that in our enterprise system many businesses provide public service--for whatever reasons.



WRITING A REPORT

Each day the Aspen Ski Corporation issues a one-sheet "Aspen Ski Condition Report" which is given out free at restaurants and other businesses in Aspen.

One of Ken's tasks as general office worker for the Aspen Ski Corporation is to prepare this report. He collects information like that shown at the right from the Ski Patrol and uses the information to write a paragraph or two describing the weather conditions and telling what trails are open and closed.

In the first line of the Ski Condition Report, Ken always begins with a statement telling whether the skiing conditions are excellent, good, fair, or poor. Then he supports this statement by describing the weather conditions. He ends the report by telling what ski trails are closed and what previously closed trails have been reopened.

Instructions: Ken has written the first sentence of today's report on the form below. He left the form for you to finish by writing a paragraph or two using the information given in the Ski Patrol Report at the right.

SKI PATROL REPORT

Date: *January 10, 197-*

New Snow: *3 inches*

Condition of new snow: *Dry powder*

Depth of snow base: *40 inches*

Weather: *35 to 40 degrees, clear skies.*

Wind: *Out of NW, 4-6 MPH*

Skiing Conditions: *Excellent on both upper & lower slopes.*

Remarks:

Closed due to avalanche:
--All ski trails on Sun Mt.
--Ski trails on western slopes of Slades Mt.

Reopened today:
--Navajo Mt. ski trails
--Half Moon Mt. ski trails

THE ASPEN SKI CONDITION REPORT

Published daily November through April
Compliments of the Aspen Ski Corporation

January 1, 197-

The skiing conditions on the Aspen slopes are excellent today.

The slopes are covered with 3 inches of new powder snow over a 40-inch base. The temperature is expected to reach 35-40° today, and the skies will be clear. The wind is out of the northwest at 4-6 miles per hour.

All ski trails on Sun Mountain and trails on the western slope of Slades Mountain are closed due to avalanches. Trails on Navajo Mountain and Half Moon Mountain have been reopened.

(Simulation Page 3)
128

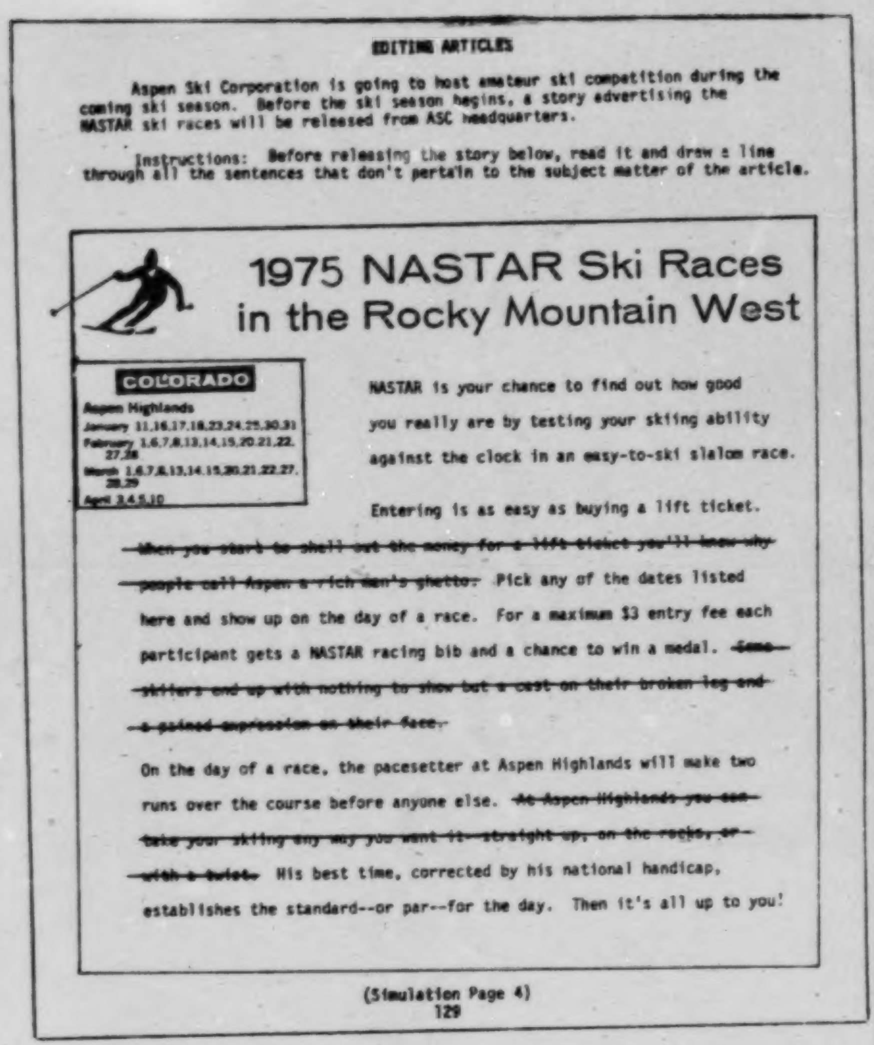
Simulation Page 4

CHECK:

The article on the right has three sentences that do not relate to the subject of the article. Go over the article with the students and point out the sentences that should be crossed out.

Optional Discussion Topics

- Ask students what topics the paragraphs focus around, and what the topic sentence is.



EDITING ARTICLES

Aspen Ski Corporation is going to host amateur ski competition during the coming ski season. Before the ski season begins, a story advertising the NASTAR ski races will be released from ASC headquarters.

Instructions: Before releasing the story below, read it and draw a line through all the sentences that don't pertain to the subject matter of the article.

1975 NASTAR Ski Races in the Rocky Mountain West

COLORADO

Aspen Highlands
January 11,16,17,18,23,24,25,30,31
February 1,6,7,8,13,14,15,20,21,22, 27,28
March 1,6,7,8,13,14,15,20,21,22,27, 28,29
April 3,4,5,10

NASTAR is your chance to find out how good you really are by testing your skiing ability against the clock in an easy-to-ski slalom race.

Entering is as easy as buying a lift ticket. ~~When you start to shell out the money for a lift ticket you'll know why people call Aspen a rich man's ghetto.~~ Pick any of the dates listed here and show up on the day of a race. For a maximum $3 entry fee each participant gets a NASTAR racing bib and a chance to win a medal. ~~Some skiers end up with nothing to show but a cast on their broken leg and a pained expression on their face.~~

On the day of a race, the pacesetter at Aspen Highlands will make two runs over the course before anyone else. ~~At Aspen Highlands you can take your skiing any way you want it--straight up, on the rocks, or with a twist.~~ His best time, corrected by his national handicap, establishes the standard--or par--for the day. Then it's all up to you!

(Simulation Page 4)
129

Simulation Page 5

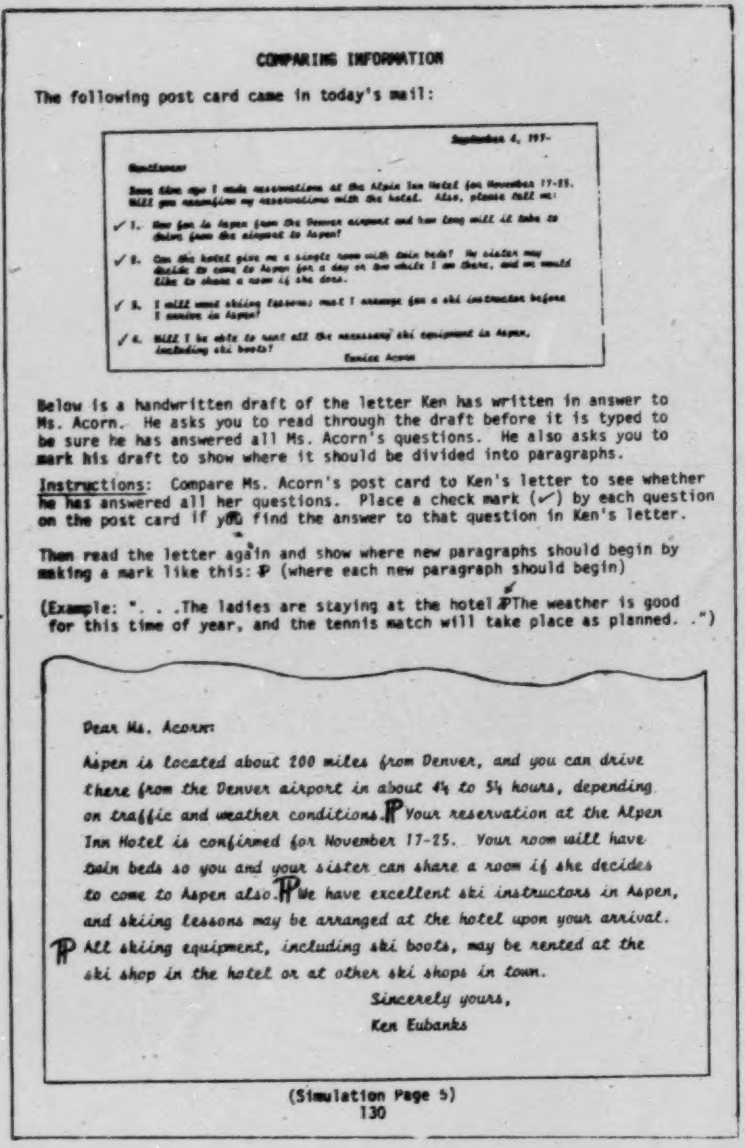
CHECK:

Students should have placed a checkmark by each item on the post card since each question has been answered in Ken Eubank's letter.

Students should have placed paragraph marks (¶) in the letter to Ms. Acorn as shown in the illustration at the right. If they have paragraphed in a way other than shown, they should be given an opportunity to explain the reason they paragraphed as they did.

Explain to students that one-sentence paragraphs are acceptable--and in some cases preferred--in business writing. The purpose of business writing is to provide the reader with necessary information in clear, precise form--without embellishment.

Compare the purpose of business writing with that of creative writing.



COMPARING INFORMATION

The following post card came in today's mail:

Below is a handwritten draft of the letter Ken has written in answer to Ms. Acorn. He asks you to read through the draft before it is typed to be sure he has answered all Ms. Acorn's questions. He also asks you to mark his draft to show where it should be divided into paragraphs.

Instructions: Compare Ms. Acorn's post card to Ken's letter to see whether he has answered all her questions. Place a check mark (✓) by each question on the post card if you find the answer to that question in Ken's letter.

Then read the letter again and show where new paragraphs should begin by making a mark like this: ¶ (where each new paragraph should begin)

(Example: ". . .The ladies are staying at the hotel.¶The weather is good for this time of year, and the tennis match will take place as planned. .")

Dear Ms. Acorn:

Aspen is located about 200 miles from Denver, and you can drive there from the Denver airport in about 4½ to 5½ hours, depending on traffic and weather conditions.¶Your reservation at the Alpen Inn Hotel is confirmed for November 17-25. Your room will have twin beds so you and your sister can share a room if she decides to come to Aspen also.¶We have excellent ski instructors in Aspen, and skiing lessons may be arranged at the hotel upon your arrival. ¶All skiing equipment, including ski boots, may be rented at the ski shop in the hotel or at other ski shops in town.

Sincerely yours,
Ken Eubanks

(Simulation Page 5)
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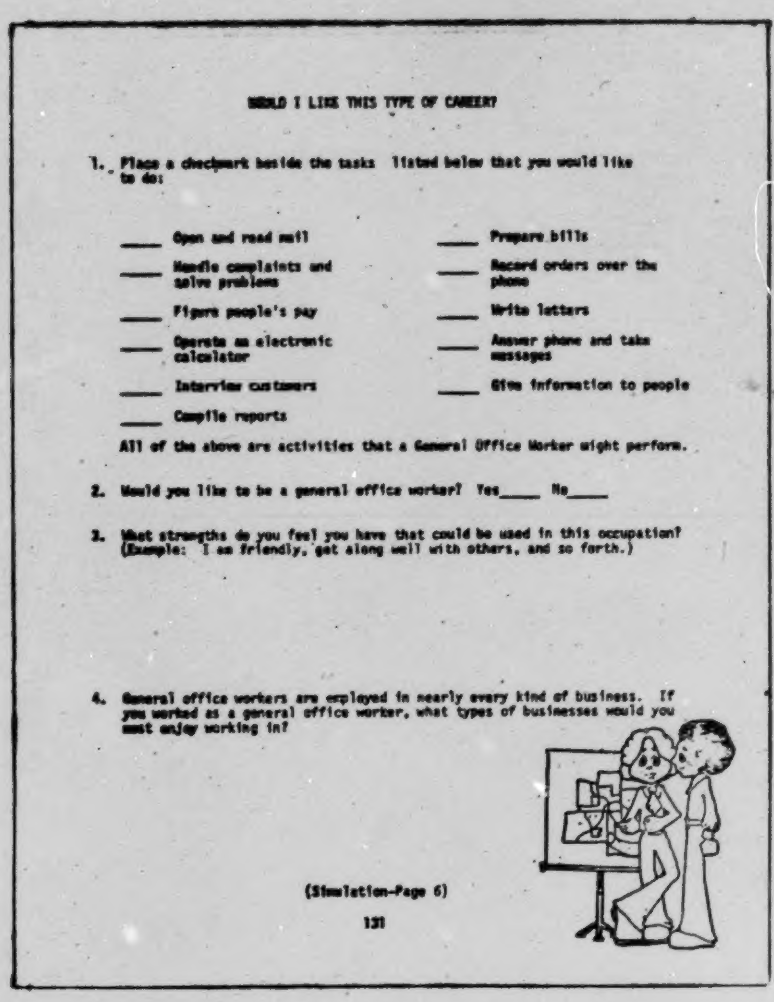
Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE THIS TYPE OF CAREER?

1. Place a checkmark beside the tasks listed below that you would like to do:

____ Open and read mail
____ Handle complaints and solve problems
____ Figure people's pay
____ Operate an electronic calculator
____ Interview customers
____ Compile reports
____ Prepare bills
____ Record orders over the phone
____ Write letters
____ Answer phone and take messages
____ Give information to people

All of the above are activities that a General Office Worker might perform.

2. Would you like to be a general office worker? Yes____ No____

3. What strengths do you feel you have that could be used in this occupation? (Example: I am friendly, get along well with others, and so forth.)

4. General office workers are employed in nearly every kind of business. If you worked as a general office worker, what types of businesses would you most enjoy working in?

(Simulation-Page 6)

131

BACKGROUND INFORMATION ON GENERAL OFFICE WORKERS

Today's world is a business world. The demand for recordkeeping and business data analysis is unprecedented. Office occupations comprise a large segment of the labor force of the nation. The office worker is occupied with the vast amount of information processing required in this business world. Office workers gather, process, and analyze information upon which important decisions are made. The tasks they perform are ones that require basic office skills and a great deal of flexibility.

In spite of the mushrooming growth of electronic data processing technology, the need for clerical workers is expanding rather than decreasing. In 1965, there were 11 million employed office workers; in 1972, 14 million. According to Department of Labor projections, at least 350,000 new clerical and related jobs will be added each year during the next decade; and at least 350,000 additional clerical workers will be needed yearly to replace office workers who retire or leave their jobs for various reasons.

The basic functions of business and office work have not changed much regardless of the sophisticated technology and improved office environment. General office workers in their administrative support role still keep records and type correspondence, operate office machines, place telephone calls, answer telephones, take messages, greet clients, file and retrieve business information, and so forth. Below is a summary of the varied duties that fall into the broad area of general office worker's tasks:

- Copying data
- Recording orders
- Giving information to supervisor, customers, and others
- Receiving, paying out, and balancing cash
- Preparing inventories
- Operating office machines
- Compiling records and reports
- Tabulating and posting data
- Computing wages, taxes, premiums, commissions, and payments
- Preparing, issuing, and sending out receipts, bills, etc.
- Adjusting complaints
- Handling mail

Capabilities and skills required of a general office worker include:

- Minimum graduation from high school
- Spelling, grammar, and reading comprehension
- Some familiarity with business subjects
- Ability to follow directions
- Aptitude in arithmetic

STUDENT MATERIALS

Following is a six-page "General Office Worker" simulation which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains typical activities performed by a a general office worker and requires students to write paragraphs or make decisions regarding what should or should not be included in paragraphs.

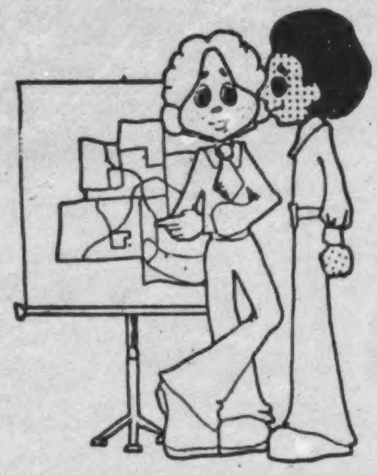
The Teacher's Key and Discussion Guide for the simulation are found on the preceding pages.

UNIT 7

WHAT IS A GENERAL OFFICE WORKER?

You are preparing to take the place of Ken Eubanks as a general office worker for the Aspen Ski Corporation. Some of the activities you will be involved in include. . .

1. EDITING A MANUSCRIPT



2. GIVING INFORMATION AND DIRECTIONS

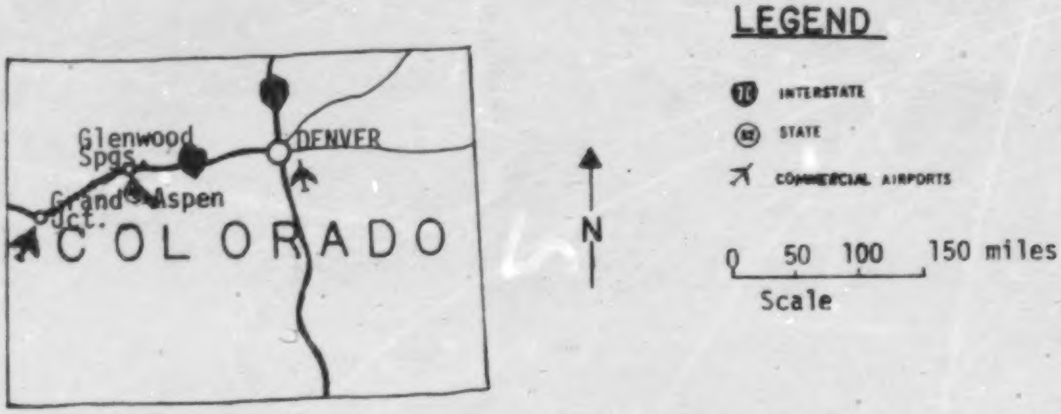
3. COMPARING INFORMATION

4. WRITING A REPORT

GIVING UNDERSTANDABLE DIRECTIONS

Ken Eubanks is a general office worker for Aspen Ski Corporation. Since the Corporation owns three ski areas, two hotels, and eight restaurants in Aspen, requests for information about Aspen or facilities are received daily at the corporation's main office.

Instructions: The following message requesting information was received in today's mail. Since Ken Eubanks is away on vacation, you must refer to the map of Colorado to secure the information needed to answer the questions in this message. After you have gathered the information needed to answer these questions, write a one-paragraph reply in the space provided.



TO: *Headquarters*
Aspen Ski Corporation
Aspen, Colorado 81611

FROM: *International Secretaries Assn.*
2901 Arlington Avenue
Independence, MO 64052

DATE: *September 4, 19--*

MESSAGE: *Our group will be holding a convention in Aspen next month, and I have some questions about Colorado airports and how to get to Aspen from them. Would you please reply to the following questions?*

1. Which towns in Colorado have commercial airports? 2. What Interstate highway do I use to get from Denver to Aspen? 3. What is the approximate mileage from Denver to Aspen?

SIGNED *Georgia Davis*

REPLY: ______________________________

SIGNED ______________________________

WRITING A REPORT

Each day the Aspen Ski Corporation issues a one-sheet "Aspen Ski Condition Report" which is given out free at restaurants and other businesses in Aspen.

One of Ken's tasks as general office worker for the Aspen Ski Corporation is to prepare this report. He collects information like that shown at the right from the Ski Patrol and uses the information to write a paragraph or two describing the weather conditions and telling what trails are open and closed.

In the first line of the Ski Condition Report, Ken always begins with a statement telling whether the skiing conditions are excellent, good, fair, or poor. Then he supports this statement by describing the weather conditions. He ends the report by telling what ski trails are closed and what previously closed trails have been reopened.

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Date: *January 10, 197-*

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Condition of new snow: *Dry powder*

Depth of snow base: *40 inches*

Weather: *35 to 40 degrees, clear skies.*

Wind: *Out of NW, 4-6 MPH*

Skiing Conditions: *Excellent on both upper & lower slopes.*

Remarks:

Closed due to avalanche:
--All ski trails on Sun Mt.
--Ski trails on western slopes of Slades Mt.

Reopened today:
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THE ASPEN SKI CONDITION REPORT

Published daily November through April
Compliments of the Aspen Ski Corporation

January 10, 197-

The skiing conditions on the Aspen slopes are excellent today.

EDITING ARTICLES

Aspen Ski Corporation is going to host amateur ski competition during the coming ski season. Before the ski season begins, a story advertising the NASTAR ski races will be released from ASC headquarters.

Instructions: Before releasing the story below, read it and draw a line through all the sentences that don't pertain to the subject matter of the article.

1975 NASTAR Ski Races in the Rocky Mountain West

COLORADO

Aspen Highlands

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February 1,6,7,8,13,14,15,20,21,22,27,28
March 1,6,7,8,13,14,15,20,21,22,27,28,29
April 3,4,5,10

NASTAR is your chance to find out how good you really are by testing your skiing ability against the clock in an easy-to-ski slalom race.

Entering is as easy as buying a lift ticket. When you start to shell out the money for a lift ticket you'll know why people call Aspen a rich man's ghetto. Pick any of the dates listed here and show up on the day of a race. For a maximum $3 entry fee each participant gets a NASTAR racing bib and a chance to win a medal. Some skiiers end up with nothing to show but a cast on their broken leg and a pained expression on their face.

On the day of a race, the pacesetter at Aspen Highlands will make two runs over the course before anyone else. At Aspen Highlands you can take your skiing any way you want it--straight up, on the rocks, or with a twist. His best time, corrected by his national handicap, establishes the standard--or par--for the day. Then it's all up to you!

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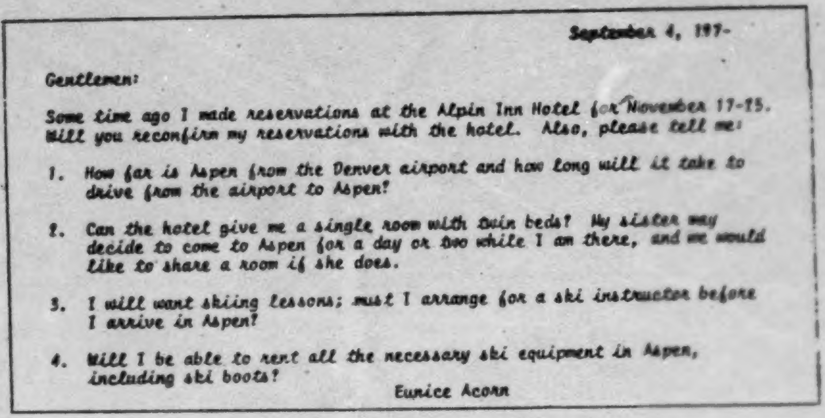


September 4, 197-

Gentlemen:

Some time ago I made reservations at the Alpin Inn Hotel for November 17-25. Will you reconfirm my reservations with the hotel. Also, please tell me:

1. How far is Aspen from the Denver airport and how long will it take to drive from the airport to Aspen?
2. Can the hotel give me a single room with twin beds? My sister may decide to come to Aspen for a day or two while I am there, and we would like to share a room if she does.
3. I will want skiing lessons; must I arrange for a ski instructor before I arrive in Aspen?
4. Will I be able to rent all the necessary ski equipment in Aspen, including ski boots?

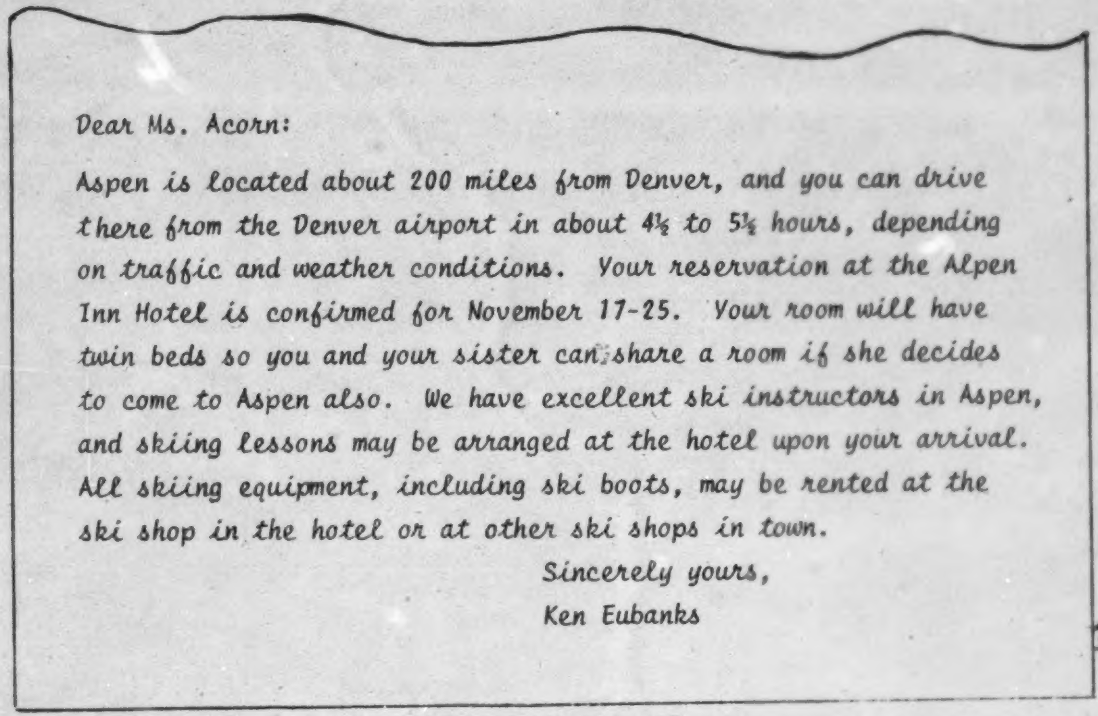
Eunice Acorn

Below is a handwritten draft of the letter Ken has written in answer to Ms. Acorn. He asks you to read through the draft before it is typed to be sure he has answered all Ms. Acorn's questions. He also asks you to mark his draft to show where it should be divided into paragraphs.

Instructions: Compare Ms. Acorn's post card to Ken's letter to see whether he has answered all her questions. Place a check mark (✓) by each question on the post card if you find the answer to that question in Ken's letter.

Then read the letter again and show where new paragraphs should begin by making a mark like this: ¶ (where each new paragraph should begin)

(Example: ". . .The ladies are staying at the hotel ✓¶The weather is good for this time of year, and the tennis match will take place as planned. .")



Dear Ms. Acorn:

Aspen is located about 200 miles from Denver, and you can drive there from the Denver airport in about 4½ to 5½ hours, depending on traffic and weather conditions. Your reservation at the Alpen Inn Hotel is confirmed for November 17-25. Your room will have twin beds so you and your sister can share a room if she decides to come to Aspen also. We have excellent ski instructors in Aspen, and skiing lessons may be arranged at the hotel upon your arrival. All skiing equipment, including ski boots, may be rented at the ski shop in the hotel or at other ski shops in town.

Sincerely yours,
Ken Eubanks

WOULD I LIKE THIS TYPE OF CAREER?

1. Place a checkmark beside the tasks listed below that you would like to do:

_____ Open and read mail

_____ Handle complaints and solve problems

_____ Figure people's pay

_____ Operate an electronic calculator

_____ Interview customers

_____ Compile reports

_____ Prepare bills

_____ Record orders over the phone

_____ Write letters

_____ Answer phone and take messages

_____ Give information to people

All of the above are activities that a General Office Worker might perform.

2. Would you like to be a general office worker? Yes_____ No_____

3. What strengths do you feel you have that could be used in this occupation? (Example: I am friendly, get along well with others, and so forth.)

4. General office workers are employed in nearly every kind of business. If you worked as a general office worker, what types of businesses would you most enjoy working in?

UNIT 8

WRITING LETTERS OF APPLICATION AND RESUMES

PURPOSE

The purpose of this unit is to show students that the ability to write is important when applying for a job.

MAJOR ACTIVITY

The major activity of this unit consists of having students apply for a job by writing letters of application and preparing personal resumes. The activity is designed to encourage students to review and analyze their own backgrounds and to give them experience in writing application letters and filling in personal data (resume) forms.

PROCEDURES

Duplicate pages 134 and 135 and distribute copies to students. Then follow these procedures:

1. Read the information and instruction on top of page 134 with the students.

2. Ask students to read the Daily News advertisements on the bottom half of page 134 and select one job for which they would like to apply.

3. Review the sample application letter (top left side of page 134) with students. Point out that this letter concisely provides the type of information that should be included in a general letter of application.

4. Ask students to write their own letter applying for the jobs they selected from the Daily News advertisements. Suggest that they use the letter at the top of page 134 as a model.

5. After students have written their letters of application, have them complete the resume form on page 135. Tell students to predict the experiences they will have had by the time they are 20 years old and to fill in the form with this information.

After students have completed their letters and resumes, read and evaluate their completed work. Check to see that the letters contain the type of information called for in the instructions on page 134. Conclude the activity by discussing with students the importance that well-written, neat, and accurate letters of application play in getting a job.

OPTIONAL ACTIVITIES

1. Have each student interview and write the life story of an employed person, including information about the work performed by the person interviewed and about how the person came to select the job in which he is working.

   Ask the typing teacher to assist you in having the stories typed by typing students. Duplicate and combine the stories into a publication which might be titled "People," "People at Work," "Real Life Stories," or "Careers."

2. Take students on a field trip to observe business employees at work, and then have students write eye witness accounts of what they saw. Review the stories and select several which present different Have students read the stories selected to see how different people notice different things in the same situation.

3. Select from a newspaper, TV, or radio news an incident that will interest the students. Have the students think of ten questions that they would ask if they were interviewing an eyewitness to the event. Then select an outgoing student to play the eyewitness and allow the members of the class to interview him (or her). Or, if possible, bring an actual eyewitness of the event--which may be a school event--to class to be interviewed. After the interview, have each student write a story of the incident based on the information obtained during the interview.

FIELD TRIP

. . . to a state or private employment agency to see the process that a person might go through in finding a job and to learn what services are provided by an employment agency.

. . . to any local organization that employs a personnel director to learn what the personnel director looks for when reviewing job applications.

(See the Field Trip Guide in the Appendix for field trip procedures.)

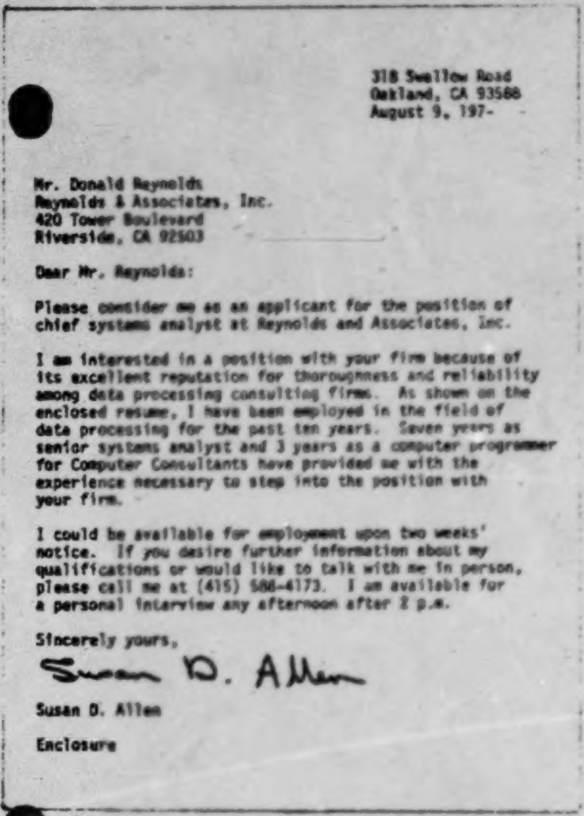
INTERVIEW

. . . a personnel director of any local organization to learn what he or she looks for when reviewing letters of application and resumes, and in conducting interviews.

. . . a training director of any local organization to learn what qualities, traits, and skills he or she especially wants new employees to possess.

(See the Interview Guide in the Appendix for procedures to conduct a class interview.)

Sample Letter



318 Swallow Road
Oakland, CA 93588
August 9, 197-

Mr. Donald Reynolds
Reynolds & Associates, Inc.
420 Tower Boulevard
Riverside, CA 92503

Dear Mr. Reynolds:

Please consider me as an applicant for the position of chief systems analyst at Reynolds and Associates, Inc.

I am interested in a position with your firm because of its excellent reputation for thoroughness and reliability among data processing consulting firms. As shown on the enclosed resume, I have been employed in the field of data processing for the past ten years. Seven years as senior systems analyst and 3 years as a computer programmer for Computer Consultants have provided me with the experience necessary to step into the position with your firm.

I could be available for employment upon two weeks' notice. If you desire further information about my qualifications or would like to talk with me in person, please call me at (415) 588-4173. I am available for a personal interview any afternoon after 2 p.m.

Sincerely yours,

Susan D. Allen

Susan D. Allen

Enclosure

APPLYING FOR A JOB

Have you ever thought how you would act and what you would say when applying for your first job? Have you thought about what you would write if you were writing a letter to apply for a job? Assume that you are *20 years old* and applying for one of the jobs described in the advertisements below.

INSTRUCTIONS:

1. Decide for which job you want to apply. Then write a letter applying for the job. Address your letter to Office Placement Service at the address given below. In your letter include:
   (1) what job you are applying for;
   (2) why you are interested in the job;
   (3) why you think you are qualified for the job;
   (4) when you are available to begin work;
   (5) when you are available to interview for the job. (Give your telephone number so the employer can call you if he wishes.)

2. Next, prepare a written summary of your background, including education, work experience, and references. This summary, which should be enclosed with your letter of application, is called a *resume*. Use the form on the following page in preparing your resume.

News WANT ADS

OFFICE
PLACEMENT SERVICE
360 S. Madison
Denver, CO 80302

RECEPTIONISTS

If you have a flair for people, fun & lots of excitement, then this is for you. Grace the front desk and meet lots of interesting people. Sal. $475-525.

GENERAL CLERK $591

This organization is looking for guy to handle light clerical duties, shipping & packaging. Top benefits. Will advance to $671 within 1 year.

EXECUTIVE TRAINEE

Start at $8400 to $12,000. Degree mandatory. Leadership ability in business required. Exceptional opportunity for rapid advancement and quality executive training.

SECRETARY

Interesting & challenging executive sec. position with excellent career opportunities. Experience necessary, shorthand required, sound judgment & ability to deal with people a must. Good benefits. Salary commensurate with ability.

PUBLIC RELATIONS MARKETING REPRESENTATIVE

This position involves an interesting mixture of administration, public relations, and promotion. Start $7,800.

ACCOUNTANT

Need office manager with accounting degree and 2 years experience in heavy general accounting and bookkeeping. Salary open.

OFFICE CLERK

General office duties, typing, filing, adding machine, etc. Prefer light accounting experience. Excellent wages & benefits!

MANAGEMENT TRAINEE

$9,000 after 1 yr. Only limit is your ability & ambition. Start at $550 a month to learn all phases of business. Then have your own store in one year. If you want a career where the sky is the limit, write us today!

A resume is a concise summary of your background, education and abilities. A neat copy of your resume should be enclosed with each letter of application you write. The purpose of the resume is to let the employer know something about your qualifications for the job. *Place yourself in the situation you expect to be in when you are 20 years old and prepare your resume by filling in the form below.*

RESUME

1) *Write in your name and the other information called for at the right* →

NAME:

ADDRESS:

AGE:

HEIGHT:

WEIGHT:

2) *Briefly describe the type of job you want* →

CAREER OBJECTIVE: ____________________

____

3) *List names of schools attended and the city and state of each* →

EDUCATION:

College	High School	Junior High

4) *List all courses you have taken that have prepared you for the job you are seeking* →

MAJOR COURSES:

5) *List names and addresses of people and companies you have worked for and briefly tell type of work done for each* →

WORK EXPERIENCE:

____

____

____

6) *List names and addresses of at least three adults (other than family members) who know you well and will give you good recommendations* →

REFERENCES:

1) ____________________ ____________________

2) ____________________ ____________________

3) ____________________ ____________________

UNIT 9

HOW A MARKETING RESEARCHER PLANS A BUSINESS LETTER

PURPOSE

The purpose of this unit is to help students understand the basic steps necessary in planning a business letter and to acquaint them with the work carried out by a Marketing Researcher.

MAJOR ACTIVITY

The major activity of this unit is planning and writing a first draft of a business letter which will be sent to selected customers by the Benton Motor Car Company. The purpose of the letter is to ask customers to suggest a name for a new compact car to be introduced in the fall. The unit emphasizes the planning and writing of an effective business letter; however, you will also want to emphasize word usage and spelling.

Before Class Begins:

1. Duplicate enough copies of the simulation packet (pages 149-154) for all students in the class.
2. Read the background information on Marketing Researchers.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key which begins on page 141.
2. Ask students to complete pages`2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.
3. When students have finished the first five pages, go through the simulation with them. Check their work and discuss with them the topics shown in the Teacher's Key.
4. After checking the simulation exercises, have students turn to page six of the simulation packet to answer the questions and discuss the topics at the top of the page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 Writing Letters: The "Since You Asked" exercise (page 139) provides student with an opportunity to compose their own letters. Ask each student to pick one of the four letters and write a reply to it. (If students know how to type and have access to a typewriter, have them type their replies.) Students will find it necessary to look up information needed to answer the letters. Possible sources of information include the World Almanac (or any other almanac), or sports, TV and entertainment magazines.

1. Duplicate and distribute a copy of "Since You Asked" on page 139 to each student in the class.
2. Have students choose at least one letter they would like to answer. Discuss possible sources students can consult for information necessary to answer the letters.
3. Assign each student a number and have them identify their finished letter with their number instead of their name.
4. After students have written their letters of reply, have the class judge and select the best letter for each of the four requests. This can be accomplished by posting the letters on a bulletin board and having the students read them. Then have students vote for the best letter.

2 Class Survey: "Marketing Researcher For a Day". This activity gives students experience in doing marketing research on a new product or service.

1. Have students select a new product or service that they think is especially good or especially poor. Have them validate their opinion by interviewing consumers to find out their opinion of the product or service. (The class may choose products consumed mainly by youngsters in which case the interviews could be conducted in school.)
2. As a class, decide on several questions about the product, to ask prospective consumers. (See Interview Form, page 138)
3. Have each member of the class interview six people and bring the interview results to class.
4. Go over each question in class and have students give their results while a student tabulates the findings on the chalkboard.
5. After the interview results have been tabulated, discuss with the students whether they think the product will be successful. Why or why not?
6. Have students write a report of their research findings. The report might be published in the school newspaper or poster on the school bulletin board so that others can see the results of the research.
7. Discuss with students what they liked and disliked about interviewing consumers. Ask students whether they think they would enjoy being Market Researchers.

SAMPLE INTERVIEW FORM

PRODUCT: *Electronic Pocket Calculator*

1. Do you or your family own an adding machine? Yes___ No___

   If yes, what type math problems do you use it for?______________________________

   ____

2. Would you prefer to use an electronic pocket calculator rather than an adding machine? Yes___ No___

3. If electronic pocket calculators were available for under $50, would you buy one? Yes___ No___

3 → Arranging Information: "Scrambled Letter Parts." The letters in the "Scrambled Letter Parts" activity on page 140 will give students a review of basic letter parts.

1. Duplicate and distribute a copy of "Scrambled Letters" to each student in the class.
2. Have students work through the activities according to the instructions at the top of the page.
3. After students have completed the activity, go over the correct answers with them.
4. Ask students whether they enjoyed looking up the information they needed to answer the letters. Explain that they were doing research when they were "searching out" the information they needed.

   Ask the students whether they enjoyed writing their letters.

4 → Ask students to write letters to themselves telling about themselves--their future plans, their friendships, their likes and dislikes, and so forth. Have each student seal his or her letter in a self-addressed, stamped envelope. Keep the envelopes and mail to the students when they graduate.

5 → Have students collect handwritten and typewritten letters. Have them display the letters on the bulletin board to demonstrate that typewritten letters generally are more easily read than are handwritten letters.

FIELD TRIP

. . . to a business that has a marketing research department to observe how the company determines whether a product will sell, how a name is chosen for the product, and how the product is advertised and distributed.

. . . to a private marketing research firm that works on contract for a variety of businesses to observe the different occupations and duties of people involved in marketing research.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW

. . . a marketing researcher from a local manufacturing firm

. . . any employee from a marketing research department or research firm

(See Interview Guide in Appendix for procedures on conducting a group interview.)

SINCE YOU ASKED

By: Fred Kramer

Dear Fred:
I've been a fan of the Jackson Five ever since their first hit record and would like to know the names and ages of the five brothers. Also what are the titles of their best-selling hit songs? One more thing I'm interested in finding out is if any of them are married.

Mary Washington
309 W. Overland Ave.
San Diego, CA 92103

Dear Fred:
I know that Hank Aaron has just passed Babe Ruth in total home runs. I would like to know who comes after these two players. Who makes up the rest of the top ten home run hitters?

Jose Hernadez
80 Rainbow Circle
Loxahatchen,FL33470

Dear Fred:
I am confused as to who is the best woman tennis player. Of these four--Evonne Goolagone, Margaret Court, Billie Jean King, and Chris Evert, who won the most tournaments and money last year?

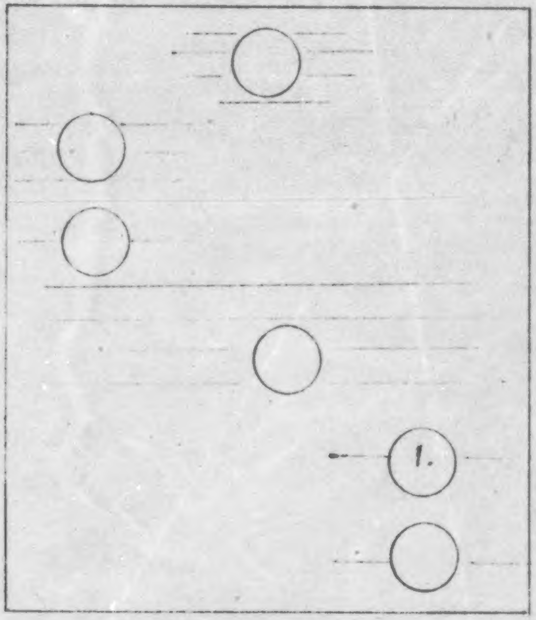
Leslie Dennison
Phoenix, OR 97535

Dear Fred:
Can you tell me anything about my favorite actor, David Caradine, who stars in the "Kung Fu" television series. I'd especially like to know such things as (1) where and when he was born, (2) where he lives, (3) how much money he earns a year, (4) whether he is married or has a "steady", etc. Please answer this letter right away as I am on pins and needles waiting for your answer.

Jennie McDonell
1861 Crooked Road
Lansing, IN 46987

SCRAMBLED LETTER PARTS

Instructions: Below are the scrambled parts of a business letter. Place the number of each part in the circle located in the correct position on letter form. One circle is filled in for you.



1
Very truly yours,

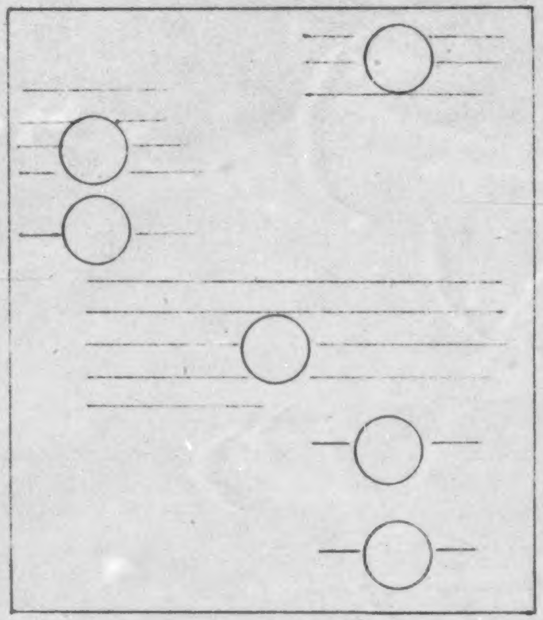
2
Jeanne Phillips

3
Dear Mrs. Adams:

4
CANINE COIFFURES
100 East Lansing Blvd.
Canton, Ohio 44306
February 2, 197-

5
Mrs. Kenneth Adams
P.O. Box 2894
Canton, Ohio 44306

6
According to our records, it has been six months since we last groomed your dog, Moses. Why not make your dog happy by calling us today for an appointment for a clipping and shampoo.



1
Elizabeth Dawson

2
I am replying to the ad in Sunday's newspaper about the secretarial position in your office.
In June I received my Associate Degree in Secretarial Science. While going to school, I worked one-half time as a secretary at the law firm of Jackson and Manning.
My resume is enclosed. If you would like further information about me, please feel free to call 491-7181.

3
Dear Mr. Simon:

4
Mr. William Simon, Manager
American Heritage Ins. Co.
1933 West Jackson Blvd.
Ft. Lauderdale, Florida 33302

5
1621 Azalea Drive
Ft. Lauderdale, Florida 33302
July 28, 197-

6
Sincerely yours,

Simulation Page 1

Go over page 1 of the simulation activity with students.

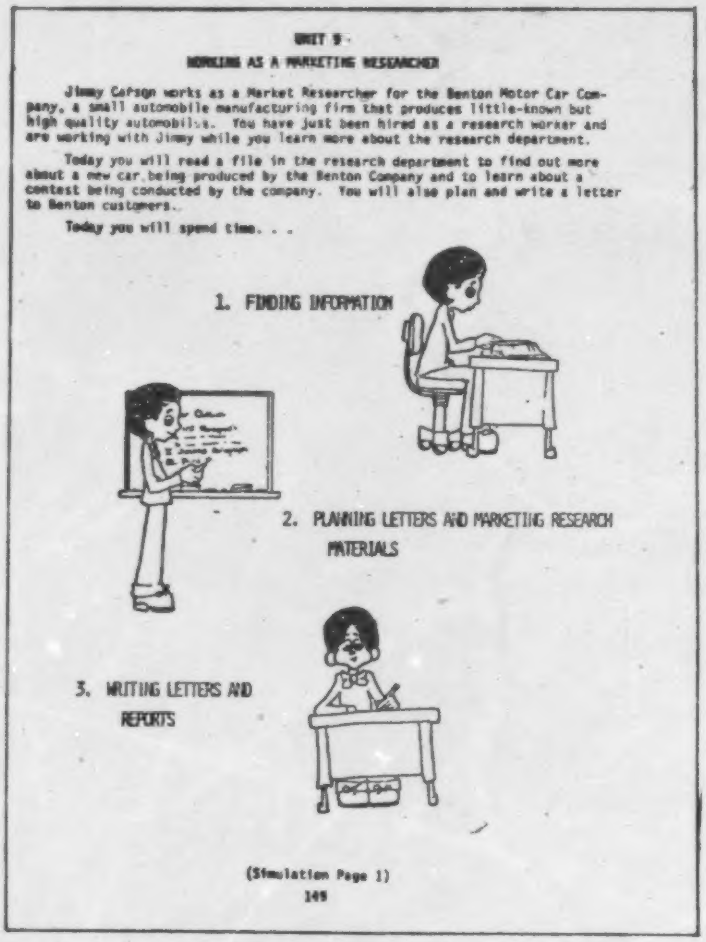
a. Ask students whether they are acquainted with any people who do research on products or services as a part of their job.

b. Develop the idea that although a market researcher performs all the activities in this simulation, they do also perform many other activities:

Market researchers may go door to door to ask people about a particular product or service; they may make telephone surveys; or they may prepare and send out questionnaires through the mail.

The market researcher may

- .do research to find out whether people like or dislike a product or service.
- .do research to find out whether or not people are likely to buy a new or proposed product



UNIT 9

WORKING AS A MARKETING RESEARCHER

Jimmy Carson works as a Market Researcher for the Benton Motor Car Company, a small automobile manufacturing firm that produces little-known but high quality automobiles. You have just been hired as a research worker and are working with Jimmy while you learn more about the research department.

Today you will read a file in the research department to find out more about a new car being produced by the Benton Company and to learn about a contest being conducted by the company. You will also plan and write a letter to Benton customers.

Today you will spend time. . .

1. FINDING INFORMATION

2. PLANNING LETTERS AND MARKETING RESEARCH MATERIALS

3. WRITING LETTERS AND REPORTS

(Simulation Page 1)

149

Simulation Page 2

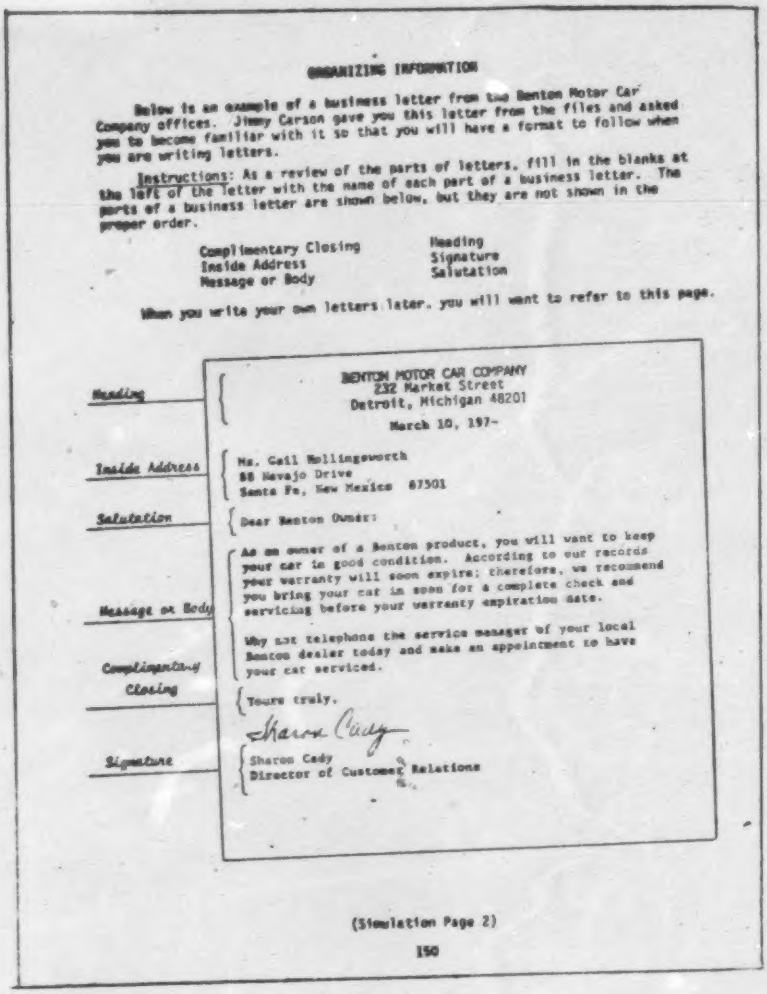
CHECK:

Students should have filled in the blanks at the left of the sample letter as shown in the illustration at the right.

Review the parts of letters with students.

Also, discuss with students the idea that a business letter should

- .contain all the information that the addressee will need to understand the message fully.
- .be concise; not contain .unnecessary words.
- .be mechanically and grammatically correct
- . be written in the "You" approach; the writer should avoid excessive use of "I" and "We."



ORGANIZING INFORMATION

Below is an example of a business letter from the Benton Motor Car Company offices. Jimmy Carson gave you this letter from the files and asked you to become familiar with it so that you will have a format to follow when you are writing letters.

Instructions: As a review of the parts of letters, fill in the blanks at the left of the letter with the name of each part of a business letter. The parts of a business letter are shown below, but they are not shown in the proper order.

Complimentary Closing	Heading
Inside Address	Signature
Message or Body	Salutation

When you write your own letters later, you will want to refer to this page.

Heading

BENTON MOTOR CAR COMPANY
232 Market Street
Detroit, Michigan 48201

March 10, 197-

Inside Address

Ms. Gail Hollingsworth
88 Navajo Drive
Santa Fe, New Mexico 87501

Salutation

Dear Benton Owner:

Message or Body

As an owner of a Benton product, you will want to keep your car in good condition. According to our records your warranty will soon expire; therefore, we recommend you bring your car in soon for a complete check and servicing before your warranty expiration date.

Why not telephone the service manager of your local Benton dealer today and make an appointment to have your car serviced.

Complimentary Closing

Yours truly,

Sharon Cady

Signature

Sharon Cady
Director of Customer Relations

(Simulation Page 2)

150

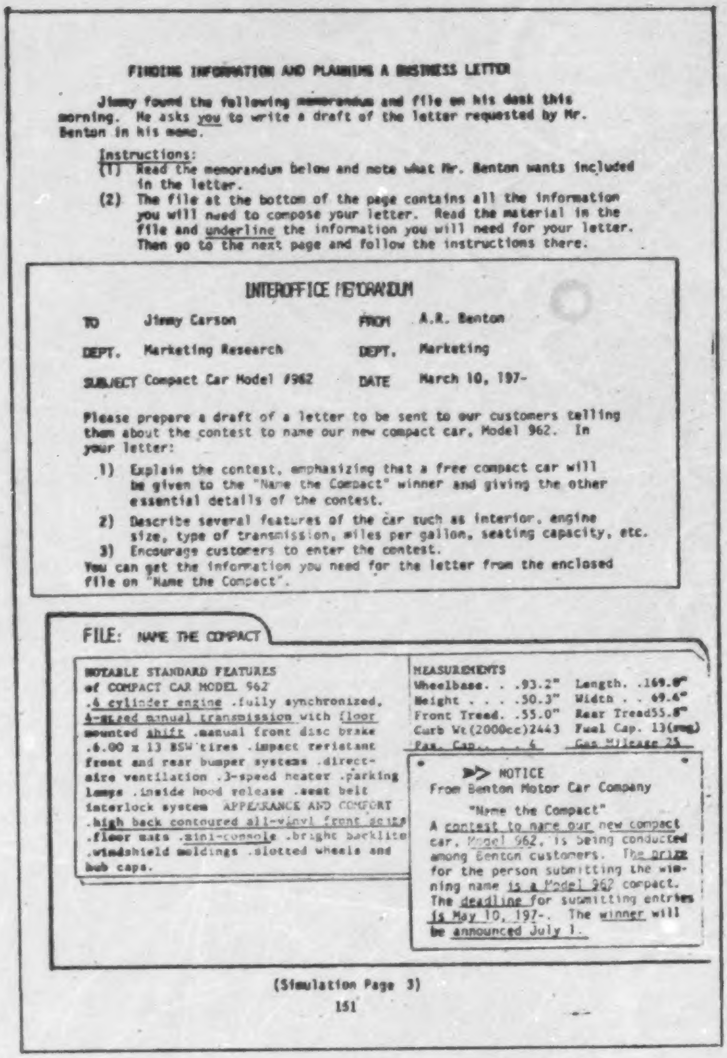
Simulation Page 3

CHECK:

Students were to underline information in the "File" that they would need in writing their letter announcing the contest.

Information is underlined in the file shown in the illustration at the right as an example; however, students may have underlined information other than that shown--which is all right as long as they can adequately justify including the information they underlined in their letters.

Discuss with students the importance of gathering the necessary data before beginning to write a business letter. Develop the idea that if a writer must continually interrupt his writing to gather information, he loses his train of thought; consequently, his writing may take longer and is likely to be less effective.



FINDING INFORMATION AND PLANNING A BUSINESS LETTER

Jimmy found the following memorandum and file on his desk this morning. He asks you to write a draft of the letter requested by Mr. Benton in his memo.

Instructions:
(1) Read the memorandum below and note what Mr. Benton wants included in the letter.
(2) The file at the bottom of the page contains all the information you will need to compose your letter. Read the material in the file and underline the information you will need for your letter. Then go to the next page and follow the instructions there.

INTEROFFICE MEMORANDUM

TO Jimmy Carson
FROM A.R. Benton
DEPT. Marketing Research
DEPT. Marketing
SUBJECT Compact Car Model #962
DATE March 10, 197-

Please prepare a draft of a letter to be sent to our customers telling them about the contest to name our new compact car, Model 962. In your letter:

1) Explain the contest, emphasizing that a free compact car will be given to the "Name the Compact" winner and giving the other essential details of the contest.
2) Describe several features of the car such as interior, engine size, type of transmission, miles per gallon, seating capacity, etc.
3) Encourage customers to enter the contest.

You can get the information you need for the letter from the enclosed file on "Name the Compact".

FILE: NAME THE COMPACT

NOTABLE STANDARD FEATURES of COMPACT CAR MODEL 962 .4 cylinder engine .fully synchronized, 4-speed manual transmission with floor mounted shift .manual front disc brake .6.00 x 13 BSW tires .impact resistant front and rear bumper systems .direct-aire ventilation .3-speed heater .parking lamps .inside hood release .seat belt interlock system APPEARANCE AND COMFORT .high back contoured all-vinyl front seats .floor mats .mini-console .bright backlite .windshield moldings .slotted wheels and hub caps.

MEASUREMENTS

Wheelbase. .	.93.2"	Length.	.169.0"
Height . . .	.50.3"	Width . .	69.6"
Front Tread.	.55.0"	Rear Tread	55.8"
Curb Wt(2000cc)	2443	Fuel Cap.	13(gal)
Pas. Cap. . . .	6	Gas Mileage	25

NOTICE
From Benton Motor Car Company

"Name the Compact"
A contest to name our new compact car, Model 962, is being conducted among Benton customers. The prize for the person submitting the winning name is a Model 962 compact. The deadline for submitting entries is May 10, 197-. The winner will be announced July 1.

(Simulation Page 3)
151

Simulation Page 4

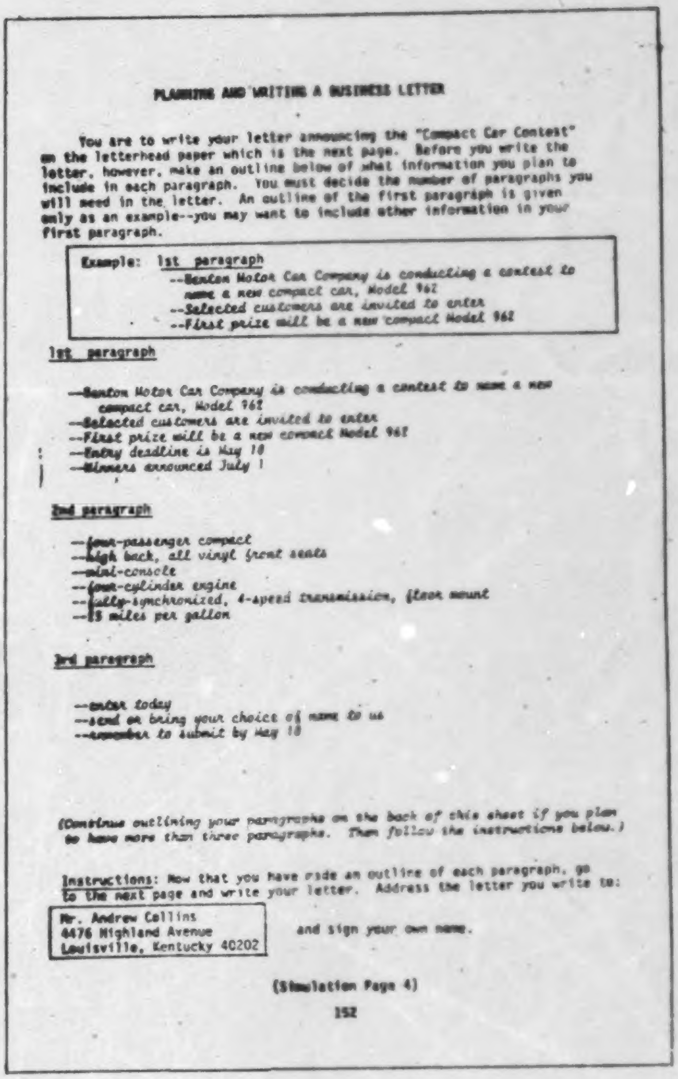
CHECK:

A sample paragraph outline for the letter students are to write is shown in the illustration at the right.

Not all students will have outlined their letters in the manner shown here. However, check to see that they did prepare an outline and that their outline seems logical.

The easiest way to plan the letter is to follow the three points given in the memo from Mr. Benton (Simulation Page 4): (1) explain contest; (2) tell about the new car; and (3) urge customer to enter contest.

Discuss with students the importance of planning a letter before beginning to write it. The planning is not always done on paper as here; sometimes one plans a letter simply by "thinking it out" before beginning to write.



PLANNING AND WRITING A BUSINESS LETTER

You are to write your letter announcing the "Compact Car Contest" on the letterhead paper which is the next page. Before you write the letter, however, make an outline below of what information you plan to include in each paragraph. You must decide the number of paragraphs you will need in the letter. An outline of the first paragraph is given only as an example--you may want to include other information in your first paragraph.

Example: 1st paragraph
--*Benton Motor Car Company is conducting a contest to name a new compact car, Model 962*
--*Selected customers are invited to enter*
--*First prize will be a new compact Model 962*

1st paragraph

--*Benton Motor Car Company is conducting a contest to name a new compact car, Model 962*
--*Selected customers are invited to enter*
--*First prize will be a new compact Model 962*
--*Entry deadline is May 10*
--*Winners announced July 1*

2nd paragraph

--*four-passenger compact*
--*high back, all vinyl front seats*
--*mini-console*
--*four-cylinder engine*
--*fully-synchronized, 4-speed transmission, floor mount*
--*35 miles per gallon*

3rd paragraph

--*enter today*
--*send or bring your choice of name to us*
--*remember to submit by May 10*

(Continue outlining your paragraphs on the back of this sheet if you plan to have more than three paragraphs. Then follow the instructions below.)

Instructions: Now that you have made an outline of each paragraph, go to the next page and write your letter. Address the letter you write to:

Mr. Andrew Collins
4476 Highland Avenue
Louisville, Kentucky 40202

and sign your own name.

(Simulation Page 4)

152

Simulation Page 5

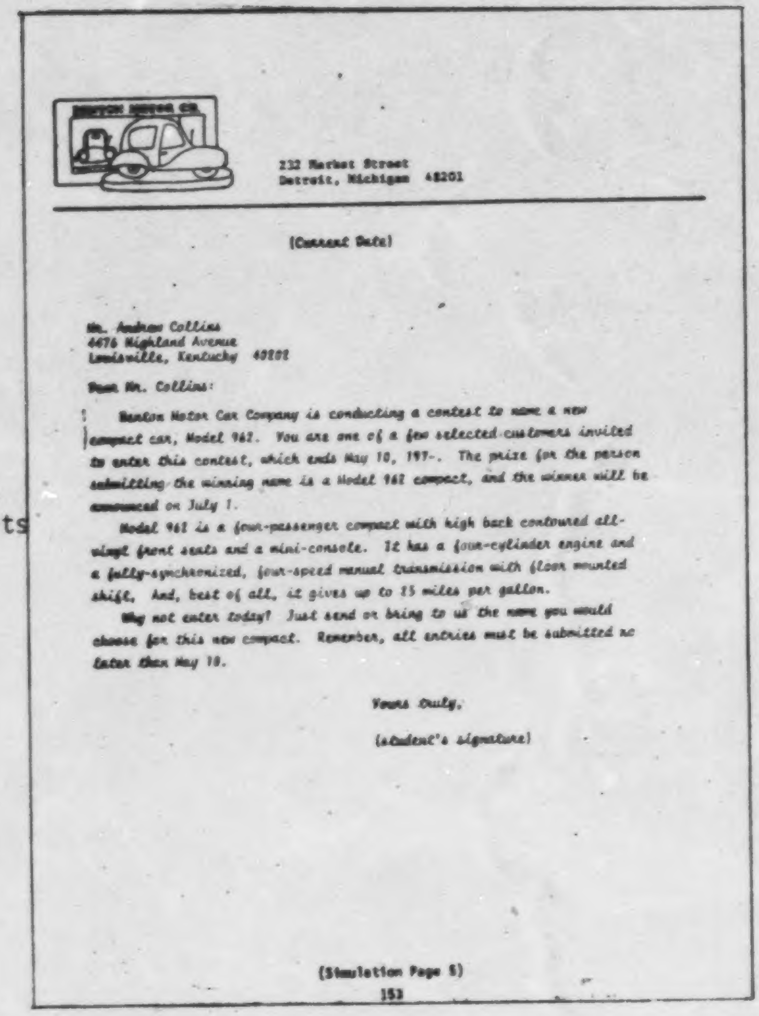
CHECK:

A sample letter is shown in the illustration at the right; however, each student's letter will be different.

Check to see that students have included all pertinent information in their letters and have developed logical paragraphs.

Completed letters might be posted on the bulletin board.

Also, check to see that students have included all the letter parts as shown on Simulation Page 2.



232 Market Street
Detroit, Michigan 48201

(Current Date)

Mr. Andrew Collins
4476 Highland Avenue
Louisville, Kentucky 40202

Dear Mr. Collins:

Benton Motor Car Company is conducting a contest to name a new compact car, Model 962. You are one of a few selected customers invited to enter this contest, which ends May 10, 197-. The prize for the person submitting the winning name is a Model 962 compact, and the winner will be announced on July 1.

Model 962 is a four-passenger compact with high back contoured all-vinyl front seats and a mini-console. It has a four-cylinder engine and a fully-synchronized, four-speed manual transmission with floor mounted shift. And, best of all, it gives up to 35 miles per gallon.

Why not enter today? Just send or bring to us the name you would choose for this new compact. Remember, all entries must be submitted no later than May 10.

Yours truly,

(student's signature)

(Simulation Page 5)

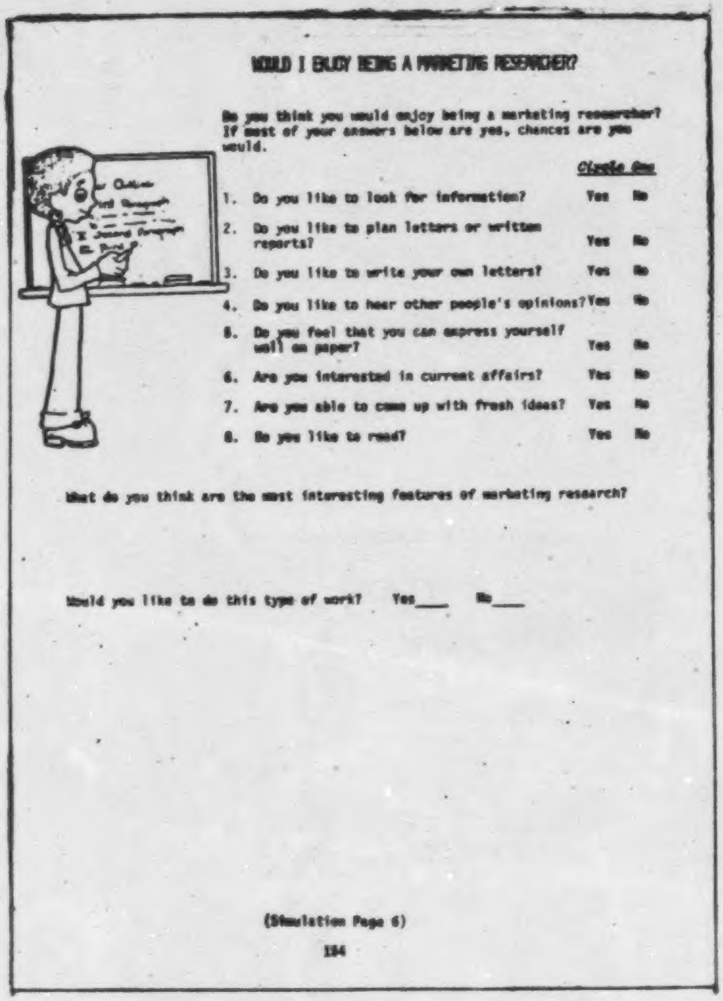
153

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I ENJOY BEING A MARKETING RESEARCHER?

Do you think you would enjoy being a marketing researcher? If most of your answers below are yes, chances are you would.

Circle One

1. Do you like to look for information? Yes No
2. Do you like to plan letters or written reports? Yes No
3. Do you like to write your own letters? Yes No
4. Do you like to hear other people's opinions? Yes No
5. Do you feel that you can express yourself well on paper? Yes No
6. Are you interested in current affairs? Yes No
7. Are you able to come up with fresh ideas? Yes No
8. Do you like to read? Yes No

What do you think are the most interesting features of marketing research?

Would you like to do this type of work? Yes___ No___

(Simulation Page 6)

184

BACKGROUND INFORMATION ON MARKET RESEARCHERS

Businesses which are selling a large volume of goods must make decisions about how their products will sell; whether or not to stock a new brand name; whether to ship their goods by rail, truck or some other method; and to determine what kind of advertising will sell the most products.

This type of work is handled by a person called a Marketing Research Worker, who provides managers with much of the information they need to make decisions on how to market the company's products. The job of Market Researcher requires collecting, analyzing, and interpreting many different kinds of information.

The Market Researcher:

.Collects facts from published materials about the product.

.Writes to customers to find what their likes and dislikes are and to get their opinions of products.

Market Research Workers are employed by very large stores, radio and TV firms, newspapers, and other large businesses. Other researchers may work at university research centers, government agencies, and organizations which provide information to business enterprises.

During the 1970's more and more research workers will be needed. They usually work in centrally located offices. Sometimes they must do a considerable amount of traveling in connection with their work.

The starting salaries for marketing research trainees are about the same as those of public school teachers. Those who go on to further their education in this field may earn much more.

STUDENT MATERIALS

Following is a six-page "Marketing Researcher" simulation which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains typical activities which may be performed by a marketing researcher and requires students to do research (read a file) and plan and write a letter.

The teacher's key and discussion guide for the simulation are found on the preceding pages.

UNIT 9

WORKING AS A MARKETING RESEARCHER

Jimmy Carson works as a Market Researcher for the Benton Motor Car Company, a small automobile manufacturing firm that produces little-known but high quality automobiles. You have just been hired as a research worker and are working with Jimmy while you learn more about the research department.

Today you will read a file in the research department to find out more about a new car being produced by the Benton Company and to learn about a contest being conducted by the company. You will also plan and write a letter to Benton customers.

Today you will spend time. . .

1. FINDING INFORMATION

2. PLANNING LETTERS AND MARKETING RESEARCH MATERIALS

3. WRITING LETTERS AND REPORTS

ORGANIZING INFORMATION

Below is an example of a business letter from the Benton Motor Car Company offices. Jimmy Carson gave you this letter from the files and asked you to become familiar with it so that you will have a format to follow when you are writing letters.

Instructions: As a review of the parts of letters, fill in the blanks at the left of the letter with the name of each part of a business letter. The parts of a business letter are shown below, but they are not shown in the proper order.

Complimentary Closing	Heading
Inside Address	Signature
Message or Body	Salutation

When you write your own letters later, you will want to refer to this page.

____

BENTON MOTOR CAR COMPANY
232 Market Street
Detroit, Michigan 48201

March 10, 197-

____

Ms. Gail Hollingsworth
88 Navajo Drive
Santa Fe, New Mexico 87501

____

Dear Benton Owner:

____

As an owner of a Benton product, you will want to keep your car in good condition. According to our records your warranty will soon expire; therefore, we recommend you bring your car in soon for a complete check and servicing before your warranty expiration date.

Why not telephone the service manager of your local Benton dealer today and make an appointment to have your car serviced.

____

Yours truly,

Sharon Cady

____

Sharon Cady
Director of Customer Relations

FINDING INFORMATION AND PLANNING A BUSINESS LETTER

Jimmy found the following memorandum and file on his desk this morning. He asks you to write a draft of the letter requested by Mr. Benton in his memo.

Instructions:

(1) Read the memorandum below and note what Mr. Benton wants included in the letter.

(2) The file at the bottom of the page contains all the information you will need to compose your letter. Read the material in the file and underline the information you will need for your letter. Then go to the next page and follow the instructions there.

INTEROFFICE MEMORANDUM

TO	Jimmy Carson	FROM	A.R. Benton
DEPT.	Marketing Research	DEPT.	Marketing
SUBJECT	Compact Car Model #962	DATE	March 10, 197-

Please prepare a draft of a letter to be sent to our customers telling them about the contest to name our new compact car, Model 962. In your letter:

1) Explain the contest, emphasizing that a free compact car will be given to the "Name the Compact" winner and giving the other essential details of the contest.
2) Describe several features of the car such as interior, engine size, type of transmission, miles per gallon, seating capacity, etc.
3) Encourage customers to enter the contest.

You can get the information you need for the letter from the enclosed file on "Name the Compact".

FILE: NAME THE COMPACT

NOTABLE STANDARD FEATURES of COMPACT CAR MODEL 962

.4 cylinder engine .fully synchronized, 4-speed manual transmission with floor mounted shift .manual front disc brake .6.00 x 13 BSW tires .impact resistant front and rear bumper systems .direct-aire ventilation .3-speed heater .parking lamps .inside hood release .seat belt interlock system APPEARANCE AND COMFORT .high back contoured all-vinyl front seats .floor mats .mini-console .bright backlite .windshield moldings .slotted wheels and hub caps.

MEASUREMENTS

Wheelbase. . .93.2"	Length. .169.0"
Height . . . .50.3"	Width . . 69.4"
Front Tread. .55.0"	Rear Tread55.8"
Curb Wt(2000cc)2443	Fuel Cap. 13(reg)
Pas. Cap.. . . 4	Gas Mileage 25

NOTICE

From Benton Motor Car Company

"Name the Compact"

A contest to name our new compact car, Model 962, is being conducted among Benton customers. The prize for the person submitting the winning name is a Model 962 compact. The deadline for submitting entries is May 10, 197-. The winner will be announced July 1.

PLANNING AND WRITING A BUSINESS LETTER

You are to write your letter announcing the "Compact Car Contest" on the letterhead paper which is the next page. Before you write the letter, however, make an outline below of what information you plan to include in each paragraph. You must decide the number of paragraphs you will need in the letter. An outline of the first paragraph is given only as an example--you may want to include other information in your first paragraph.

Example: 1st paragraph

--*Benton Motor Car Company is conducting a contest to name a new compact car, Model 962*

--*Selected customers are invited to enter*

--*First prize will be a new compact Model 962*

1st paragraph

2nd paragraph

3rd paragraph

(Continue outlining your paragraphs on the back of this sheet if you plan to have more than three paragraphs. Then follow the instructions below.)

Instructions: Now that you have made an outline of each paragraph, go to the next page and write your letter. Address the letter you write to:

Mr. Andrew Collins
4476 Highland Avenue
Louisville, Kentucky 40202

and sign your own name.

(Simulation Page 4)

BENTON MOTOR CO.

232 Market Street
Detroit, Michigan 48201

WOULD I ENJOY BEING A MARKETING RESEARCHER?

Do you think you would enjoy being a marketing researcher? If most of your answers below are yes, chances are you would.

Circle One

1. Do you like to look for information? Yes No

2. Do you like to plan letters or written reports? Yes No

3. Do you like to write your own letters? Yes No

4. Do you like to hear other people's opinions? Yes No

5. Do you feel that you can express yourself well on paper? Yes No

6. Are you interested in current affairs? Yes No

7. Are you able to come up with fresh ideas? Yes No

8. Do you like to read? Yes No

What do you think are the most interesting features of marketing research?

Would you like to do this type of work? Yes____ No____

UNIT 10

HOW A TYPIST PREPARES OUTGOING MAIL IN THE OFFICES OF AN AUTOMOBILE MANUFACTURER

PURPOSE

The purpose of this unit is to help students learn the correct way to address envelopes and to fold and insert letters into large and small envelopes.

MAJOR ACTIVITY

The major activity of this unit is a simulation in which students prepare outgoing mail for the Marketing Department of Benton Motor Car Company. The student is taking the place of typist Bill Jensen who is on vacation. The activity requires the student to read and follow directions for addressing envelopes and for folding letters for insertion into both large and small envelopes.

Before Class Begins:

1. Duplicate enough copies of the simulation (White pages at the end of this Unit) to provide each student with a copy.
2. Read "Background Information on Typists" on page 164.

During Class:

1. Distribute the simulation packets, reading and discussing the first two pages with students. Discussion suggestions are included in the teacher's key, page 159.
2. Ask students to complete the simulation through page 10. Observe the students in their first attempt at folding letters for each size envelope. It may be necessary to demonstrate the correct procedure for folding letters.

   When students have finished the simulation through page 10, go through the simulation with them, checking to see whether they had any difficulties in addressing envelopes or folding letters.
3. Have students go to page 11 of the simulation to answer and discuss the topics on that page. (See teacher's key for suggestions.)
4. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 → Class Display: "Envelopes and Things". Have each student bring to class at least two *business* letters and envelopes that they or their parents received at home. *(Tell students to ask permission of parents before bringing in business letters.)* Ask students to look for envelopes and letters of unusual sizes or colors.

After students have collected samples and brought them to class, make a bulletin board display using a variety of paper sizes and colors.

Discuss with students:

1. Why paper is made in different thicknesses. (For example, thin paper is often used for advertisements or magazines because it weighs less to mail)
2. What colors can be associated with different types of mail--such as white or very pale pastels (business letters), vivid colors (advertising), and paper or envelopes with flowers and designs (personal letters).
3. Ask students what clues they get about what kind of mail is inside a letter before opening it by looking at the envelope.

2 → "Check it Out" Activity: The purpose of this activity is to help students develop the ability to proofread material for accuracy.

1. Duplicate a copy of the"Check it Out" activity on page 158 for each student in the class.
2. Have students work through the activity.
3. Go over each of the four letters and have students check to be sure they found each error.

3 → Classroom Guest: Ask the typing or general business teacher to be a guest typist in your classroom. The teacher could show students activities a typist might perform on the job, such as:

1. Chain feeding of envelopes.
2. Speed Typing

FIELD TRIP

. . .to a local organization that has a "word processing center". Many large or medium size organizations have word processing centers where a few typists perform all the routine typing for many of the salesmen, supervisors, managers, etc., of the organization. Check with the local IBM or other office equipment companies to find which organizations in your community have word processing centers.

. . .to local retail or wholesale organizations to learn more about occupations in organizations which provide Marketing and Distribution services.

. . .to the typewriting and office practice classrooms to learn what office skills are being taught in these courses.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW

. . .a typist from school or a local organization

. . .a man or woman who does office work on a temporary basis and who works through one of the temporary help organizations such as "Temporary Help," "Western Girl," "Kelly Services," "Temporarily Yours, Inc.," or others.

. . .a director of a word processing center in a local organization

. . .a representative from IBM or other equipment manufacturing company who will demonstrate latest types of office equipment, such as typewriters operated by magnetic cards or tapes.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

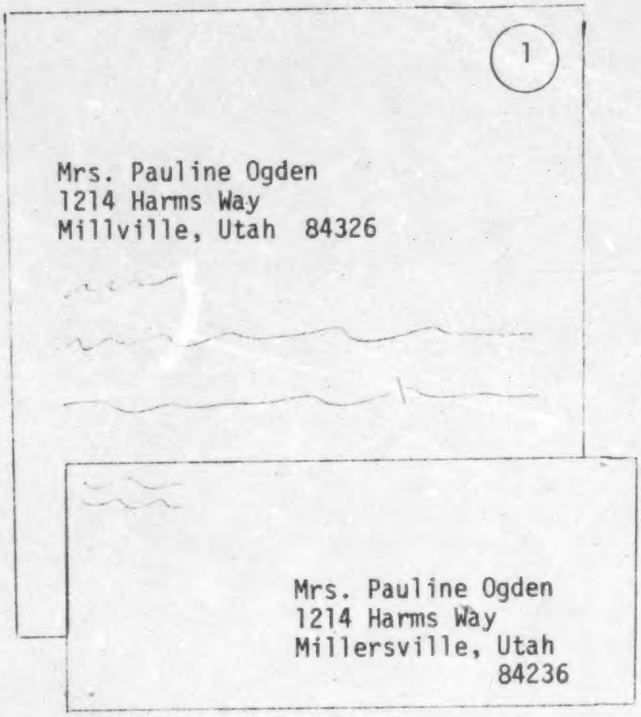
ADDITIONAL OCCUPATIONS IN MARKETING AND DISTRIBUTION THAT STUDENTS MAY WISH TO EXPLORE:

(See Optional Activities Section of Unit 9.)

"CHECK IT OUT"

An Exercise in Proofreading

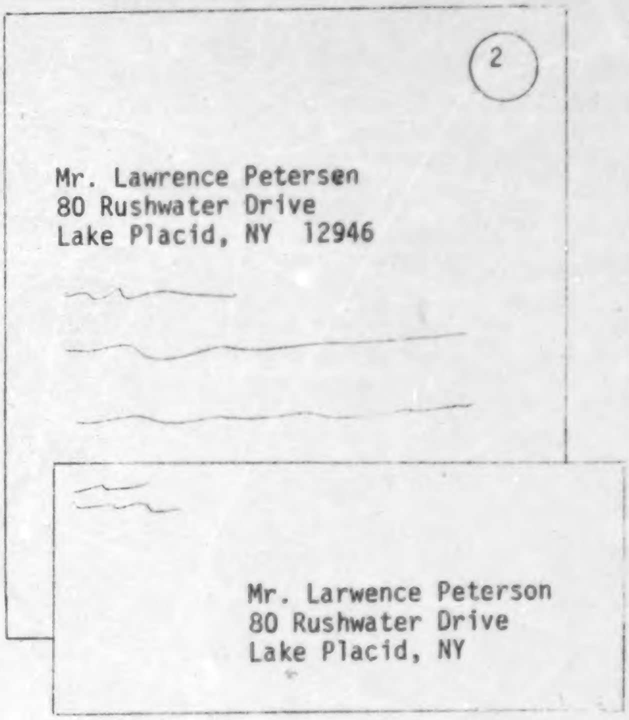
Typists, as well as other office workers, must carefully proofread the material they type. Below are letters and envelopes that were typed but not proofread. Compare the address on each envelope with that shown on the letter to see whether the envelope address has been typed correctly. Circle any part of the address on the envelope that differs from that shown on the letter.



1

Mrs. Pauline Ogden
1214 Harms Way
Millville, Utah 84326

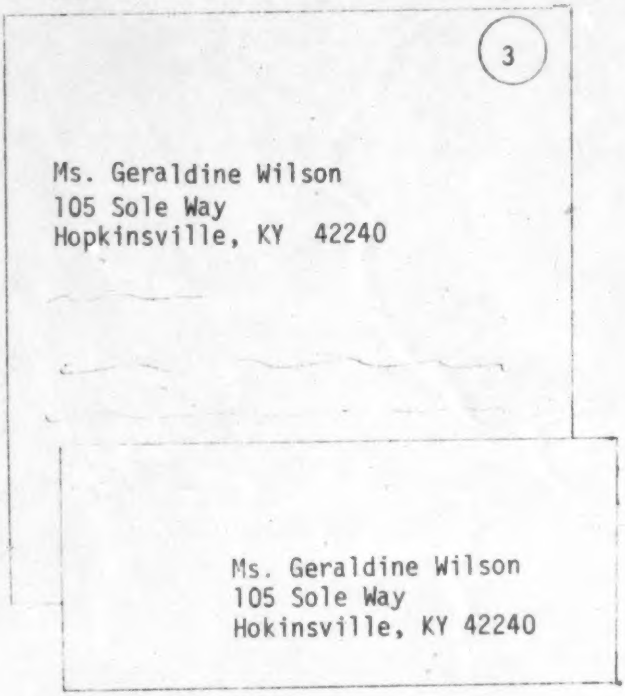
Mrs. Pauline Ogden
1214 Harms Way
Millersville, Utah
84236



2

Mr. Lawrence Petersen
80 Rushwater Drive
Lake Placid, NY 12946

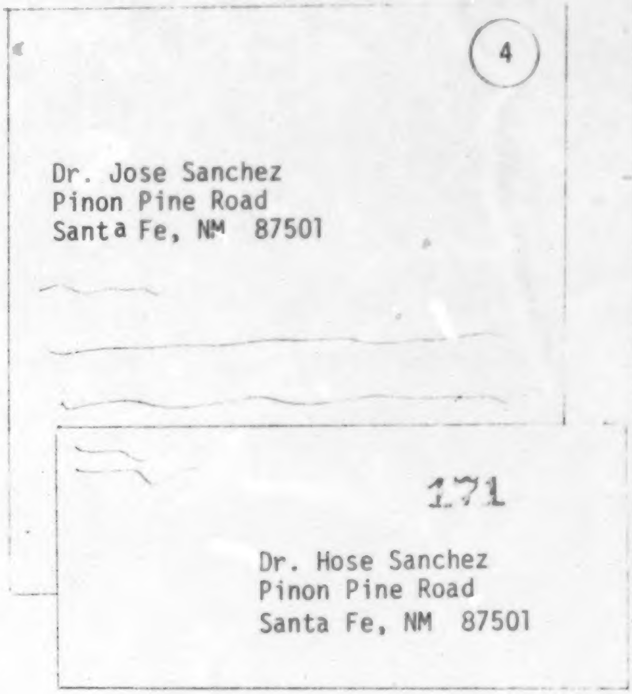
Mr. Larwence Peterson
80 Rushwater Drive
Lake Placid, NY



3

Ms. Geraldine Wilson
105 Sole Way
Hopkinsville, KY 42240

Ms. Geraldine Wilson
105 Sole Way
Hokinsville, KY 42240



4

Dr. Jose Sanchez
Pinon Pine Road
Santa Fe, NM 87501

Dr. Hose Sanchez
Pinon Pine Road
Santa Fe, NM 87501

UNIT 10

TEACHER'S KEY

Simulation Page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they know how to type. If any do, encourage them to tell what they like and dislike about typing.

b. Ask students what skills a typist needs other than just being able to strike the typewriter keys accurately. *(ability to place a manuscript or letter on the page attractively; knowledge of writing mechanics such as spelling, punctuation, capitalization; ability to read "messy" handwriting; knowledge of how to go about searching for missing information; general office skills; communications skills; human relations skills; and so on.)*

c. If students do not know how to address an envelop, go through the procedures (i.e., how to place the address) before they begin the unit.

d. Ask students whether they know that letters to be inserted in large envelopes are to be folded in a different way than those to be inserted in small envelopes.

Ask student volunteers to demonstrate the differences; after the class reads the folding instructions in this unit, ask the class whether the way shown in the unit is the way the volunteers demonstrated folding. (However, do not give the impression the volunteers were wrong; emphasize there is no "right" or "wrong" way tu fold a letter, but the ways shown in this unit are the preferred business practice.

UNIT 10

WORKING AS A TYPIST AT THE BENTON MOTOR CAR COMPANY

Bill Jensen is a typist in the marketing department of the Benton Motor Car Company. In his job, Bill types reports, business forms, letters and addresses. He also uses a calculator to add figures on bills and to check figures on other business forms. He uses duplicating machines to make copies of correspondence and other business papers, and he performs many other general office duties.

Bill is ill today and you have been asked to take his place. You will have time to perform only a few of Bill's duties. You will:

1. Address Envelopes
2. Check Zip Codes
3. Fold and Insert Letters into Envelopes

Before you begin your first task, study the Correspondence Manual on the following page to see how you will be expected to prepare outgoing mail at the Benton Motor Car Company.

(Simulation Page 1)

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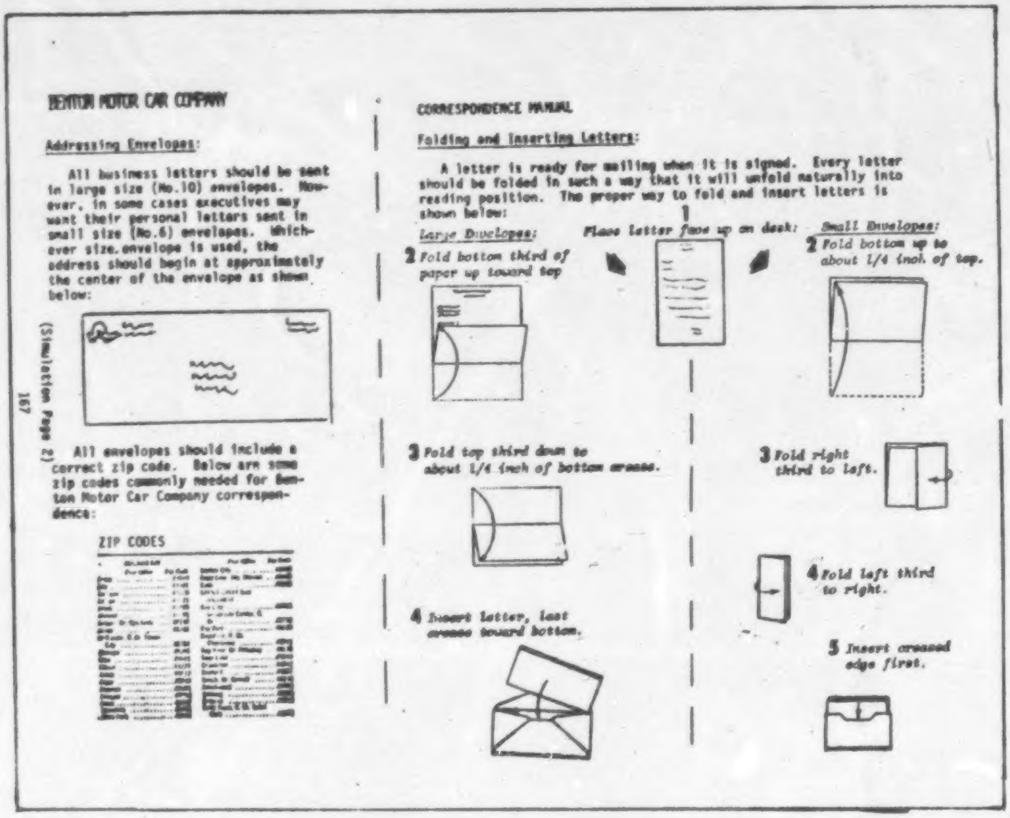
Simulation Page 2

Study sheet: Students are to read and study the information on this sheet before completing the unit.

There is no written student work to check on this page.



BENTON MOTOR CAR COMPANY

Addressing Envelopes:

All business letters should be sent in large size (No.10) envelopes. However, in some cases executives may want their personal letters sent in small size (No.6) envelopes. Whichever size envelope is used, the address should begin at approximately the center of the envelope as shown below:

All envelopes should include a correct zip code. Below are some zip codes commonly needed for Benton Motor Car Company correspondence:

ZIP CODES

(Simulation Page 2)

167

CORRESPONDENCE MANUAL

Folding and Inserting Letters:

A letter is ready for mailing when it is signed. Every letter should be folded in such a way that it will unfold naturally into reading position. The proper way to fold and insert letters is shown below:

1 Place letter face up on desk:

Large Envelopes:

2 *Fold bottom third of paper up toward top*

3 *Fold top third down to about 1/4 inch of bottom crease.*

4 *Insert letter, last crease toward bottom.*

Small Envelopes:

2 *Fold bottom up to about 1/4 inch of top.*

3 *Fold right third to left.*

4 *Fold left third to right.*

5 *Insert creased edge first.*

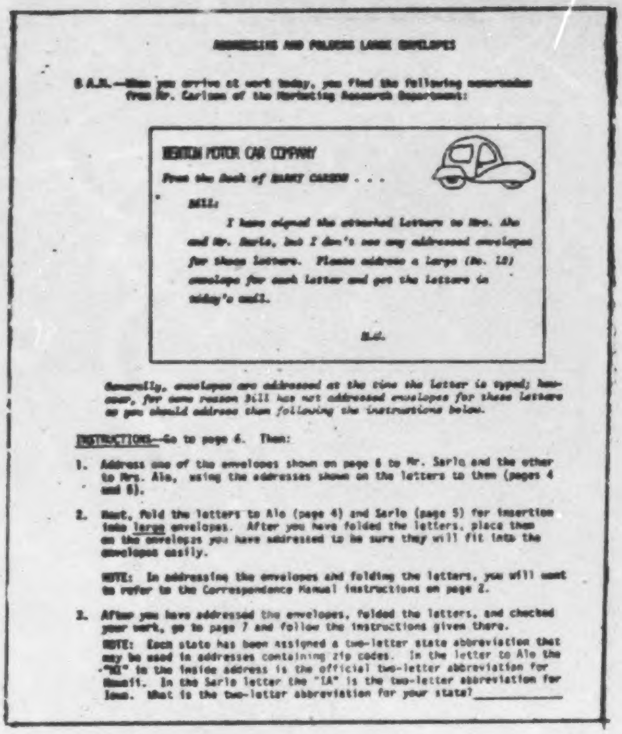
Ask students if they can figure out why letters are folded and inserted as shown on this page.

Simulation Pages 3, 4, 5, and 6

Page 3 is an instruction sheet which tells students to fold the letters on pages 4 and 5 and then to address a large envelope for each (page 6).

Simulation Page 3 →

Nothing to check on this page.



ADDRESSING AND FOLDING LARGE ENVELOPES

8 A.M.—When you arrive at work today, you find the following memorandum from Mr. Carlson of the Marketing Research Department:

BENTON MOTOR CAR COMPANY

From the Desk of BARRY CARLSON . . .

Bill:

I have signed the attached letters to Mrs. Alo and Mr. Sarlo, but I don't see any addressed envelopes for these letters. Please address a large (No. 10) envelope for each letter and get the letters in today's mail.

B.C.

Generally, envelopes are addressed at the time the letter is typed; however, for some reason Bill has not addressed envelopes for these letters so you should address them following the instructions below.

INSTRUCTIONS—Go to page 6. Then:

1. Address one of the envelopes shown on page 6 to Mr. Sarlo and the other to Mrs. Alo, using the addresses shown on the letters to them (pages 4 and 5).
2. Next, fold the letters to Alo (page 4) and Sarlo (page 5) for insertion into large envelopes. After you have folded the letters, place them on the envelopes you have addressed to be sure they will fit into the envelopes easily.

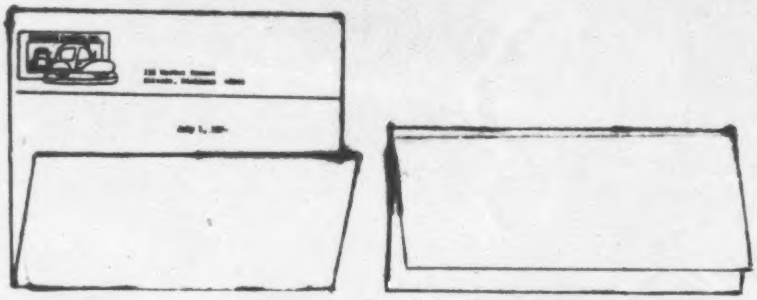
   NOTE: In addressing the envelopes and folding the letters, you will want to refer to the Correspondence Manual instructions on page 2.
3. After you have addressed the envelopes, folded the letters, and checked your work, go to page 7 and follow the instructions given there.

   NOTE: Each state has been assigned a two-letter state abbreviation that may be used in addresses containing zip codes. In the letter to Alo the "HI" in the inside address is the official two-letter abbreviation for Hawaii. In the Sarlo letter the "IA" is the two-letter abbreviation for Iowa. What is the two-letter abbreviation for your state?__________

CHECK:

Students should have folded the two letters (pages 4 and 5) as shown in the illustration at the right.

Simulation Pages 4 and 5 →



Fold One *Fold Two*

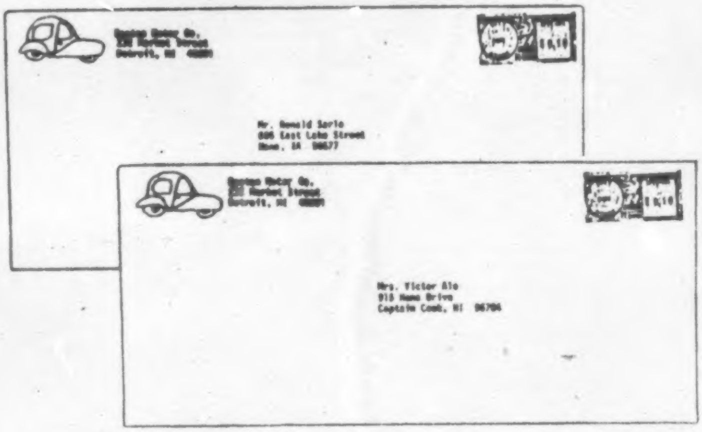
LARGE (No. 10 size) ENVELOPES

CHECK:

Students should have addressed the two envelopes on page 6 of the simulation as shown:

Simulation Page 6 →

Check to see that the addresses are correctly placed and contain no errors.

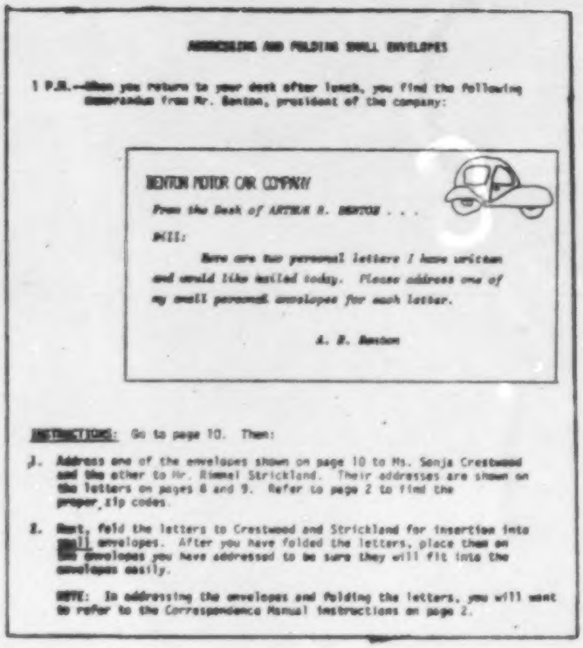


Simulation Pages 7, 8, 9, and 10

Page 7 is an instruction sheet which tells students to fold the letters on pages 8 and 9 and then to address a small envelope for each (page 10).

Simulation Page 7 →

Nothing to check on this page.



ADDRESSING AND FOLDING SMALL ENVELOPES

1 P.M.—When you return to your desk after lunch, you find the following memorandum from Mr. Benton, president of the company:

BENTON MOTOR CAR COMPANY

From the Desk of ARTHUR B. BENTON . . .

BILL:

Here are two personal letters I have written and would like mailed today. Please address one of my small personal envelopes for each letter.

A. B. Benton

INSTRUCTIONS: Go to page 10. Then:

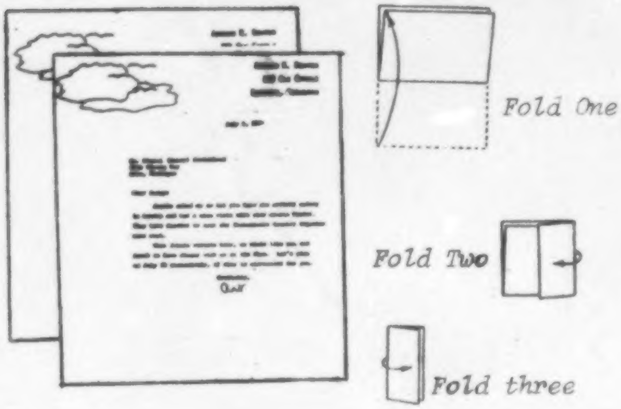
1. **Address** one of the envelopes shown on page 10 to Ms. Senja Crestwood and the other to Mr. Rimmel Strickland. Their addresses are shown on the letters on pages 8 and 9. Refer to page 2 to find the proper zip codes.
2. **Next**, fold the letters to Crestwood and Strickland for insertion into small envelopes. After you have folded the letters, place them on the envelopes you have addressed to be sure they will fit into the envelopes easily.

NOTE: In addressing the envelopes and folding the letters, you will want to refer to the Correspondence Manual instructions on page 2.

CHECK:

Students should have folded the two letters (pages 8 and 9) as shown in the illustration at the right.

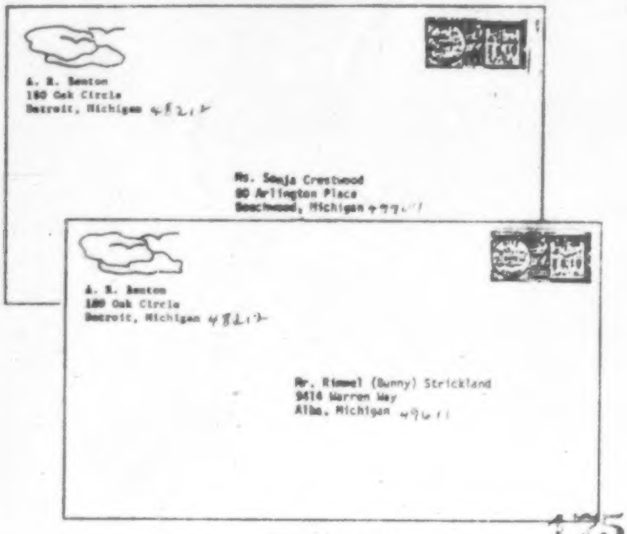
Simulation Pages 8 and 9 →



CHECK:

Students should have addressed the two small envelopes on page 10 of the simulation as shown:

Simulation Page 10 →



A. B. Benton
180 Oak Circle
Detroit, Michigan [illegible]

Ms. Senja Crestwood
80 Arlington Place
Beechwood, Michigan [illegible]

A. B. Benton
180 Oak Circle
Detroit, Michigan [illegible]

Mr. Rimmel (Bunny) Strickland
9414 Warren Way
Alba, Michigan [illegible]

SMALL (No. 6 size) ENVELOPES

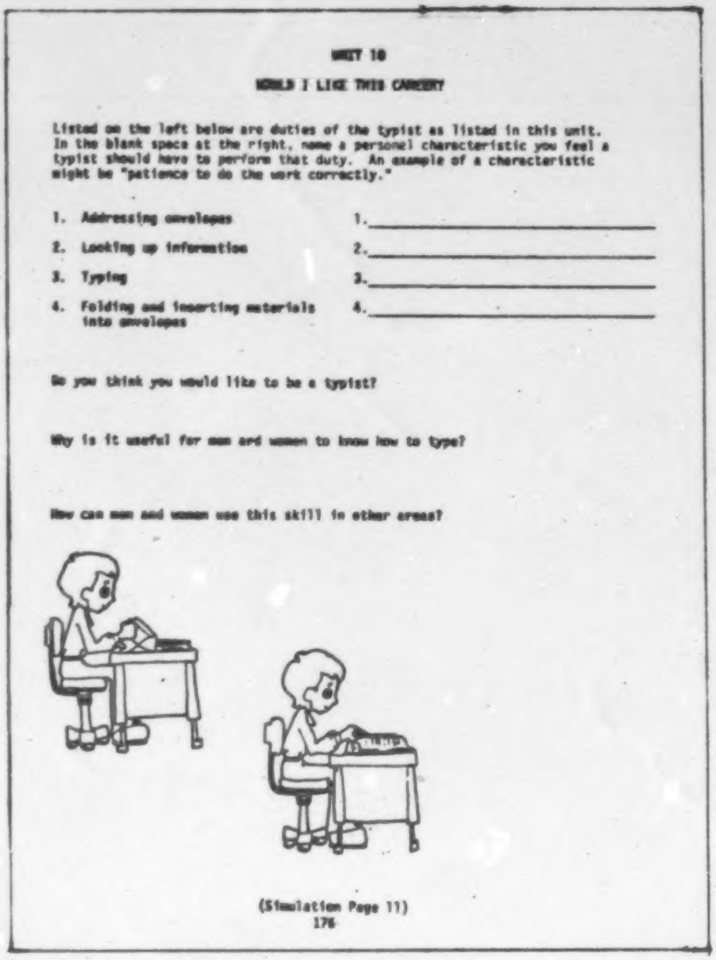
Check to see that the addresses are placed correctly and contain no errors.

Simulation Page 11

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



UNIT 10

WOULD I LIKE THIS CAREER?

Listed on the left below are duties of the typist as listed in this unit. In the blank space at the right, name a personel characteristic you feel a typist should have to perform that duty. An example of a characteristic might be "patience to do the work correctly."

1. Addressing envelopes	1.________________
2. Looking up information	2.________________
3. Typing	3.________________
4. Folding and inserting materials into envelopes	4.________________

Do you think you would like to be a typist?

Why is it useful for men and women to know how to type?

How can men and women use this skill in other areas?

(Simulation Page 11)
176

BACKGROUND INFORMATION ON TYPISTS

The main job of a typist is to produce typed copies of printed or handwritten materials. Some typing jobs are considerably more difficult than others. Beginners, sometimes called junior typists, often address envelopes, type headings on form letters, copy directly from handwritten or typed drafts, and do other routine work.

Experienced or senior typists, generally perform work requiring a particularly high degree of accuracy or independent judgment.

Almost 700,000 workers were employed as typists in 1970. In addition, hundreds of thousands of workers use typing skills in connection with their main job assignments.

Many employers require applicants for typing positions to take a test to show their speed and accuracy. Typists should have a good understanding of spelling, vocabulary, punctuation, and grammar.

Employers prefer to hire high school graduates.

A typist may be promoted from a junior to senior typist or to other clerical work involving greater responsibility and higher pay.

Employment opportunities are expected to be favorable through the 1970's. As modern businesses continue to expand in size and complexity, more typists will be needed.

Although the salaries for typists are not as high as those for secretaries, an experienced typist can earn a reasonably good income. Look in the classified advertisements of your local newspaper to see what the advertised salaries for beginning and experienced typists are in your community.

STUDENT MATERIALS

Following is an 11-page "Typist Job Simulation" which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains activities that might be performed by a typist and it requires students to address envelopes and to fold letters for insertion into large and small envelopes.

The teacher's key and discussion guide for this simulation are found on the preceding pages.

UNIT 10

WORKING AS A TYPIST AT THE BENTON MOTOR CAR COMPANY

Bill Jensen is a typist in the marketing department of the Benton Motor Car Company. In his job, Bill types reports, business forms, letters, and addresses. He also uses a calculator to add figures on bills and to check figures on other business forms. He uses duplicating machines to make copies of correspondence and other business papers, and he performs many other general office duties.

Bill is ill today and you have been asked to take his place. You will have time to perform only a few of Bill's duties. You will:

1. ADDRESS ENVELOPES

2. CHECK ZIP CODES

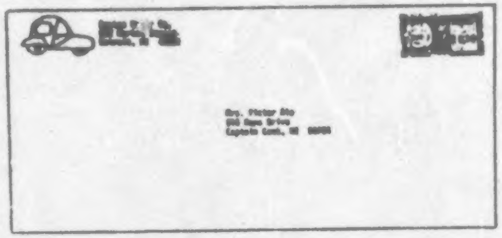
3. FOLD AND INSERT LETTERS INTO ENVELOPES

Before you begin your first task, study the Correspondence Manual on the following page to see how you will be expected to prepare outgoing mail at the Benton Motor Car Company.

BENTON MOTOR CAR COMPANY

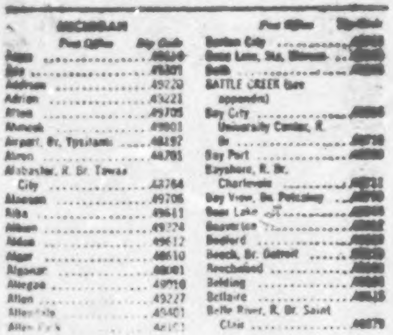
Addressing Envelopes:

All business letters should be sent in large size (No.10) envelopes. However, in some cases executives may want their personal letters sent in small size (No.6) envelopes. Whichever size envelope is used, the address should begin at approximately the center of the envelope as shown below:



All envelopes should include a correct zip code. Below are some zip codes commonly needed for Benton Motor Car Company correspondence:

ZIP CODES



MICHIGAN

Post Office	Zip Code	Post Office	Zip Code
[illegible]	[illegible]	Barton City	[illegible]
[illegible]	[illegible]	[illegible] Lake, Sta. [illegible]	[illegible]
Addison	49220	Bath	[illegible]
Adrian	49221	BATTLE CREEK (see appendix)	
Afton	49705	Bay City	[illegible]
Ahmeek	49901	University Center, R. Br.	[illegible]
Airport, Br. Ypsilanti	48197	Bay Port	[illegible]
Akron	48701	Bayshore, R. Br. Charlevoix	[illegible]
Alabaster, R. Br. Tawas City	48764	Bay View, Br. Petoskey	[illegible]
Alanson	49706	Bear Lake	[illegible]
Alba	49611	Beaverton	[illegible]
Albion	49224	Bedford	[illegible]
Alden	49612	Beech, Br. Detroit	[illegible]
Alger	48610	[illegible]	[illegible]
Algonac	48001	Belding	[illegible]
Allegan	49010	Bellaire	[illegible]
Allen	49227	Belle River, R. Br. Saint Clair	[illegible]
Allendale	49401		
Allen Park	[illegible]		

CORRESPONDENCE MANUAL

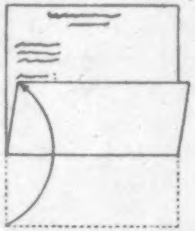
Folding and Inserting Letters:

A letter is ready for mailing when it is signed. Every letter should be folded in such a way that it will unfold naturally into reading position. The proper way to fold and insert letters is shown below:

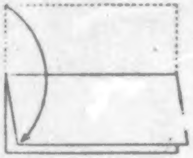
1 *Place letter face up on desk:*

Large Envelopes:

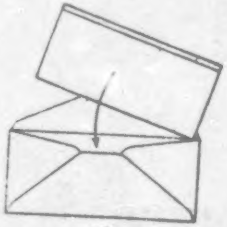
2 *Fold bottom third of paper up toward top*



3 *Fold top third down to about 1/4 inch of bottom crease.*

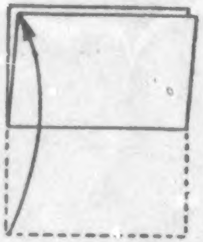


4 *Insert letter, last crease toward bottom.*

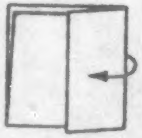


Small Envelopes:

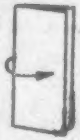
2 *Fold bottom up to about 1/4 inch of to*



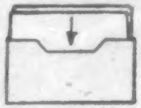
3 *Fold right third to left.*



4 *Fold left third to right.*



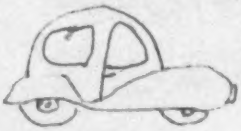
5 *Insert creased edge first.*



ADDRESSING AND FOLDING LARGE ENVELOPES

8 A.M.--When you arrive at work today, you find the following memorandum from Mr. Carlson of the Marketing Research Department:

BENTON MOTOR CAR COMPANY



From the Desk of HARRY CARSON . . .

Bill:

I have signed the attached letters to Mrs. Alo and Mr. Sarlo, but I don't see any addressed envelopes for these letters. Please address a large (No. 10) envelope for each letter and get the letters in today's mail.

H.C.

Generally, envelopes are addressed at the time the letter is typed; however, for some reason Bill has not addressed envelopes for these letters so you should address them following the instructions below.

INSTRUCTIONS--Go to page 6. Then:

1. Address one of the envelopes shown on page 6 to Mr. Sarlo and the other to Mrs. Alo, using the addresses shown on the letters to them (pages 4 and 5).

2. Next, fold the letters to Alo (page 4) and Sarlo (page 5) for insertion into large envelopes. After you have folded the letters, place them on the envelopes you have addressed to be sure they will fit into the envelopes easily.

   NOTE: In addressing the envelopes and folding the letters, you will want to refer to the Correspondence Manual instructions on page 2.

3. After you have addressed the envelopes, folded the letters, and checked your work, go to page 7 and follow the instructions given there.

   NOTE: Each state has been assigned a two-letter state abbreviation that may be used in addresses containing zip codes. In the letter to Alo the "HI" in the inside address is the official two-letter abbreviation for Hawaii. In the Sarlo letter the "IA" is the two-letter abbreviation for Iowa. What is the two-letter abbreviation for your state?____________

BENTON MOTOR CO.

232 Market Street
Detroit, Michigan 48201

July 1, 197-

Mr. Ronald Sarlo
605 East Lake Street
Hana, IA 50677

Dear Mr. Sarlo:

You are one of the finalists in the NAME THE COMPACT contest. Out of more than one thousand names submitted, your entry has been selected as one of twenty from which the final selection will be made.

The final choice of winner will be made within a month. You will be notified when the selection has been made.

We congratulate you on being one of the finalists.

Sincerely yours,

Harry Carson

Harry Carson
Marketing Researcher

bj

(Simulation Page 4)

BENTON MOTOR CO.

232 Market Street
Detroit, Michigan 48201

July 1, 197-

Mrs. Victor Alo
915 Hana Drive
Captain Cook, HI 96704

Dear Mrs. Alo:

You are one of the finalists in the NAME THE COMPACT contest. Out of more than one thousand names submitted, your entry has been selected as one of twenty from which the final selection will be made.

The final choice of winner will be made within a month. You will be notified when the selection has been made.

We congratulate you on being one of the finalists.

Sincerely yours,

Harry Carson

Harry Carson
Marketing Researcher

bj

LARGE (No. 10 size) ENVELOPES

Benton Motor Co.
232 Market Street
Detroit, MI 48201

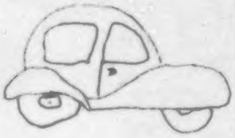
Benton Motor Co.
232 Market Street
Detroit, MI 48201

(Simulation Page 6)

ADDRESSING AND FOLDING SMALL ENVELOPES

1 P.M.--When you return to your desk after lunch, you find the following memorandum from Mr. Benton, president of the company:

BENTON MOTOR CAR COMPANY



From the Desk of ARTHUR R. BENTON . . .

Bill:

Here are two personal letters I have written and would like mailed today. Please address one of my small personal envelopes for each letter.

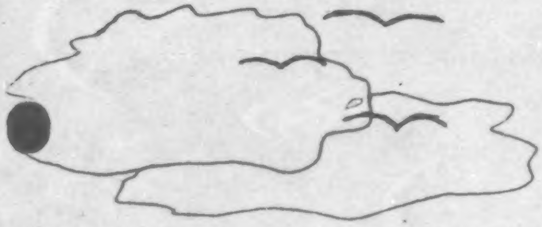
A. R. Benton

INSTRUCTIONS: Go to page 10. Then:

1. Address one of the envelopes shown on page 10 to Ms. Sonja Crestwood and the other to Mr. Rimmel Strickland. Their addresses are shown on the letters on pages 8 and 9. Refer to page 2 to find the proper zip codes.

2. Next, fold the letters to Crestwood and Strickland for insertion into small envelopes. After you have folded the letters, place them on the envelopes you have addressed to be sure they will fit into the envelopes easily.

   NOTE: In addressing the envelopes and folding the letters, you will want to refer to the Correspondence Manual instructions on page 2.



ARTHUR R. BENTON
180 OAK CIRCLE
DETROIT, MICHIGAN 48212

July 1, 197-

Mr. Rimmel (Bunny) Strickland
9414 Warren Way
Alba, Michigan 49909

Dear Bunny:

Jennie asked me to let you know she arrived safely in London and had a nice visit with your cousin Rachel. They have decided to tour the Shakespeare country together next week.

When Jennie returns home, we would like you and Sarah to have dinner with us at the Club. Let's plan on July 30 tentatively, if that is convenient for you.

Cordially,

ARTHUR R. BENTON
180 OAK CIRCLE
DETROIT, MICHIGAN 48212

July 1, 197-

Ms. Sonja Crestwood
80 Arlington Place
Beechwood, Michigan 49611

Dear Sonja:

Thank you for inviting Mrs. Benton and me to your annual garden party. We remember your previous parties with fond memories and are glad to tell you we will be able to attend your party August 10.

You may know that Jennie is in England, but she will be returning the last week in July. I am sure she will call you as soon as she returns.

Cordially,

Arthur Benton

SMALL (No. 6 size) ENVELOPES

A. R. Benton
180 Oak Circle
Detroit, Michigan 48212

A. R. Benton
180 Oak Circle
Detroit, Michigan 48212

UNIT 10

WOULD I LIKE THIS CAREER?

Listed on the left below are duties of the typist as listed in this unit. In the blank space at the right, name a personal characteristic you feel a typist should have to perform that duty. An example of a characteristic might be "patience to do the work correctly."

1. Addressing envelopes	1. ______________________
2. Looking up information	2. ______________________
3. Typing	3. ______________________
4. Folding and inserting materials into envelopes	4. ______________________

Do you think you would like to be a typist?

Why is it useful for men and women to know how to type?

How can men and women use this skill in other areas?

UNIT 11

HOW A COURT REPORTER USES THE MECHANICS OF ENGLISH ON THE JOB

PURPOSE

The purpose of this unit is to provide students with an opportunity to reinforce their knowledge of punctuation, capitalization and spelling while learning something of the work performed by a court reporter.

MAJOR ACTIVITY

The major activity in this unit is a simulation of the work performed by a person working as a court reporter. The simulation exercises give students an opportunity to see some of the types of things a court reporter does and to see some ways in which standard English--in this case punctuation, capitalization and spelling--is used by court reporters on the job. It would be helpful to the students if they have access to a dictionary while working on this unit.

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Court Reporters" on page 187.

During class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key to the simulation. (pages 181-186).
2. Ask students to complete pages 2 through 5 of the simulation.
3. When students have finished the first five pages, go through the simulation with them, checking answers and discussing the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 to answer the questions and discuss the topics at the top of the page.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 → Dictation Game--Students may enjoy trying their skill at taking dictation and seeing how fast they can write using abbreviations or symbols. When they transcribe their notes, they will get practice in the mechanics of English.

1. Duplicate a copy of the "Dictation Game" sheet for each student (page 180).
2. Allow students 5-10 minutes to read through the material and practice writing the shorthand symbols.
3. Dictate in random order the words students have learned to give practice in taking shorthand.
4. Dictate each letter below at the speed indicated. The slash marks (/) divide the letters into 20-word segments as an aid to regulating dictation speed. Before you dictate each letter, have students mark their paper with the number of the letter and the speed it will be dictated.
5. Dictate each letter at increasing rates of words per minute until students indicate they can no longer keep up. Have students transcribe in longhand the letter they think they got most completely.
6. After students have transcribed their notes into longhand, go over the letters, making sure to indicate where punctuation marks, capital letters, and correct spelling of tricky words occur.
7. Have students correct their own papers. The student who transcribes the letter dictated at the highest speed with the least amount of errors wins the game.

Optional Discussion Topics:

1. Ask students if their hands got cramped and they became more tense as the dictation speed increased. If so, point out that knowing shorthand enables people to write fast without becoming tense.
2. Ask students how they liked transcribing their notes into longhand. Did they experience any difficulty with spelling, punctuation, or capitalization?

Letter Number 1 Dictation Time: 40 seconds Rate: 30 WPM

Dear Jeff: Please send me back the equipment you borrowed from me. I want to use it on a new / job. Sincerely,

Letter Number 2 Dictation Time: 40 seconds Rate: 35 WPM

Dear Betty: I want you to use the sample I am sending you. You will find it will work better / than the kind you are using. Yours truly,

Letter Number 3 Dictation Time: 40 seconds Rate: 40 WPM

Dear Joe: We want to be fair with you but we cannot let you take advantage of us. We must / insist that you live up to our contract. Sincerely, 2➡ Class Trial: Conduct a trial in class based upon a classroom incident or discipline problem. Have students assume the various roles of lawyer, judge, witness, etc. and try the case in the classroom. Students may want to simulate in class the courtroom drama they have seen on such TV shows as Perry Mason or Owen Marshall.

3➡ Courtroom Play: Bring to class an actual transcript from a trial. Actual transcripts, or information regarding sources for locating a transcript,may be obtained from the public library, county law library, district attorney's office, or county/district court clerk. Duplicate it and have different students take the role of lawyers, judge, witnesses, court reporter, defendant, etc., and read the parts as if they were in court. The class members who do not have one of the roles may serve as jurors. After the case has been read, have jury members vote on whether they would find the defendent guilty or not guilty based on the testimony they have heard.

FIELD TRIP:

. . . to a county courthouse to observe a court in session and learn more about the careers involved in law enforcement, including the job of court reporter.

. . . to any hearing or meeting where the judicial process is in operation, such as city council.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW:

. . . a court reporter who works for the state or local government.

. . . a private court reporter who works under contract in a variety of situations.

. . . any member of the law enforcement occupations that students are interested in.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ADDITIONAL OCCUPATIONS IN THE LAW ENFORCEMENT AREA THAT STUDENTS MAY WISH TO EXPLORE:

Police Station--Precinct Commander, Desk Lieutenant, Patrol Sergeant, Police Cadet, Detective, Juvenile Officer, Traffic Officer, Policewoman, Dispatcher, typists, secretaries.

Court--Court Clerk, Administrator, Deputy Clerk, Legal Stenographer, Clerk Typist, Bailiff, Judge, Lawyer, District Attorney.

DICTATION GAME

In this game, you will learn several shorthand symbols and use them in taking dictation from your teacher. The better you learn the symbols, the faster you will be able to take dictation. After you read this sheet and practice writing the shorthand symbols, several letters will be dictated to you at different speeds.

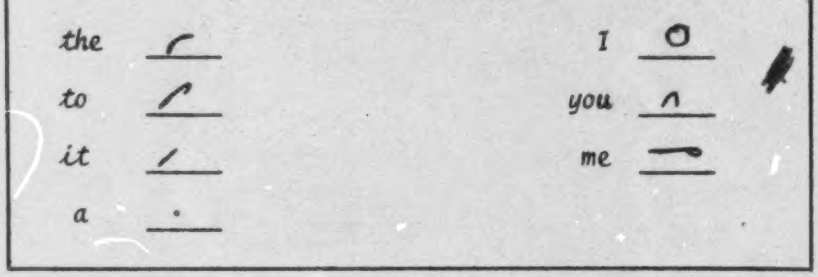
Did you know that . . .

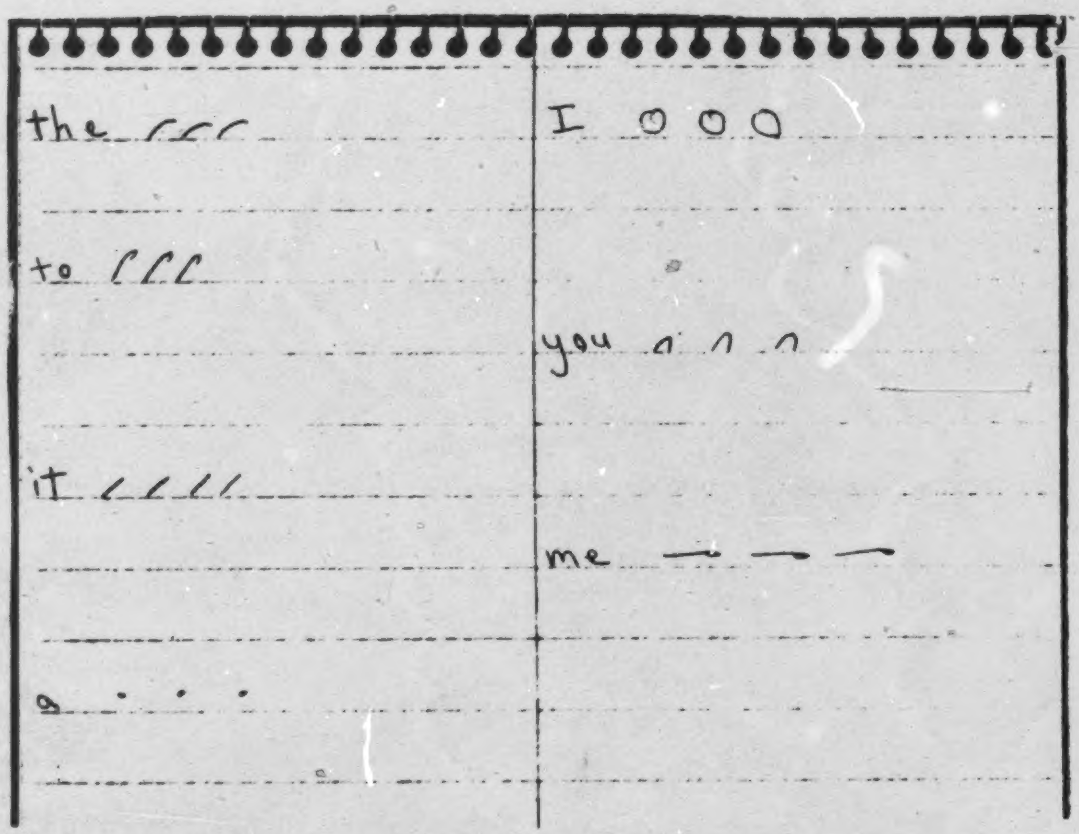
Most people write longhand at a rate of 35-40 words per minute.

In writing, 50 words make up over one-half of all written words.

Shown below are seven brief forms that are used in shorthand. Look over the words and the symbols for them until you have them memorized. In the space below practice writing the shorthand symbols until you feel comfortable using them rather than writing the words in longhand.

GREGG SHORTHAND SYMBOLS





TEACHER'S KEY

Simulation page 1

Go over page 1 of the simulation activity with students.

a. Ask the students whether they are acquainted with any court reporters.

b. If so, ask whether they think that the court reporters they know really do the types of things described here.

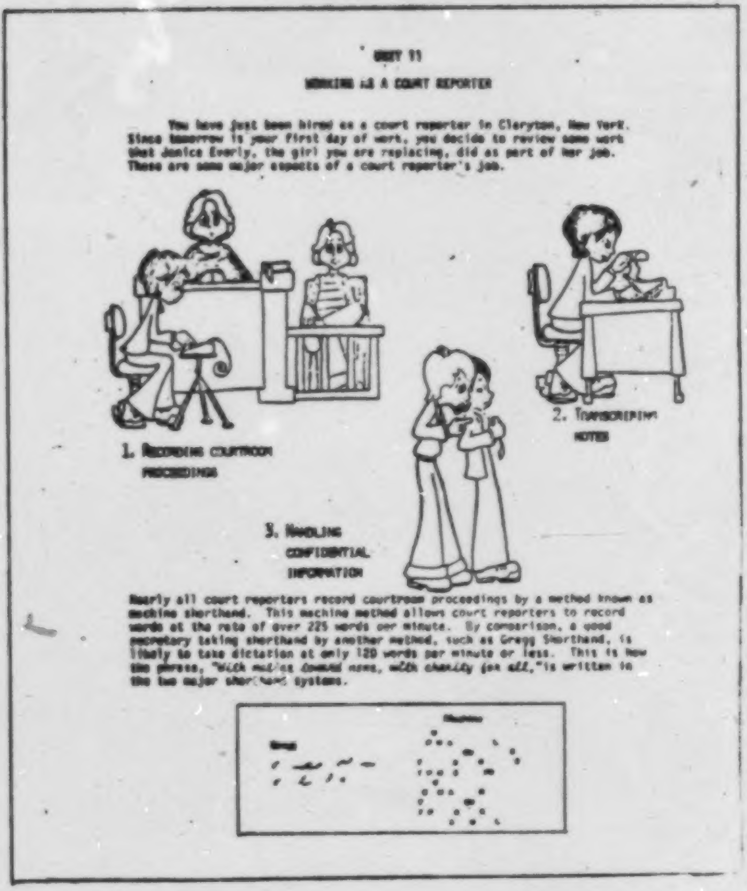
In a discussion develop the idea that court reporters must:

a. Have a wide vocabulary so they can record the varied words spoken in court.

b. Be able to concentrate and work steadily for several hours without any halt in the pace.

c. Be able to sit in one location for long periods of time.

d. Be able to keep information confidential.



UNIT 11

WORKING AS A COURT REPORTER

You have just been hired as a court reporter in Claryton, New York. Since tomorrow is your first day of work, you decide to review some work that Janice Everly, the girl you are replacing, did as part of her job. These are some major aspects of a court reporter's job.

1. RECORDING COURTROOM PROCEEDINGS

2. TRANSCRIBING NOTES

3. HANDLING CONFIDENTIAL INFORMATION

Nearly all court reporters record courtroom proceedings by a method known as machine shorthand. This machine method allows court reporters to record words at the rate of over 225 words per minute. By comparison, a good secretary taking shorthand by another method, such as Gregg Shorthand, is likely to take dictation at only 120 words per minute or less. This is how the phrase, "*With malice toward none, with charity for all,*" is written in the two major shorthand systems.

Gregg

Machine

1.94

Simulation Page 2

CHECK:

Letters crossed out and corrected in the court transcript at the right are recommended: capitalizations, changes in punctuation, or spelling. Arrows indicate inserted punctuation marks. Go over the corrections with students and discuss the reasons behind the changes.

Optional Discussion Topics

1. Did you enjoy reading the court transcript and correcting it? Why?
2. Why is it so important that a court transcript be accurate?

   Answer: Because the transcript becomes an official record of testimony, witnesses, exhibits, and interrogation.

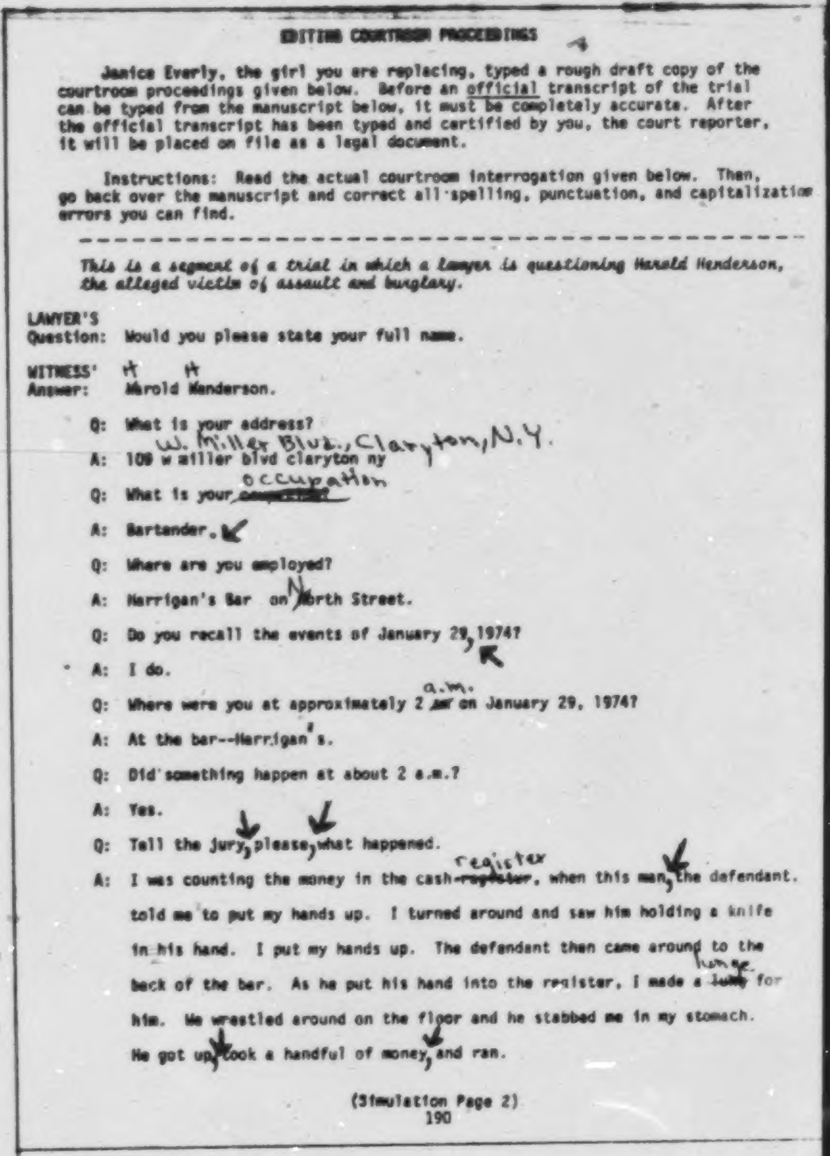
3. Ask students if they know how court reporters go about converting their machine shorthand tape into typed material.

   Answer:

   a. They read the tape and type a rough draft as they look at the tape.

   b. They read aloud from the tape and record the transcript on a machine. This machine records similarly to a tape recorder. The sound recording is then given to a typist who listens to the transcription and types a copy from the recording.

4. Point out to the students that court reporters may use either machine or symbol shorthand. Also, the only courtroom proceedings that are transcribed are in the case of appeals where the court orders a transcript.



EDITING COURTROOM PROCEEDINGS

Janice Everly, the girl you are replacing, typed a rough draft copy of the courtroom proceedings given below. Before an official transcript of the trial can be typed from the manuscript below, it must be completely accurate. After the official transcript has been typed and certified by you, the court reporter, it will be placed on file as a legal document.

Instructions: Read the actual courtroom interrogation given below. Then, go back over the manuscript and correct all spelling, punctuation, and capitalization errors you can find.

This is a segment of a trial in which a lawyer is questioning Harold Henderson, the alleged victim of assault and burglary.

LAWYER'S Question: Would you please state your full name.

H H

WITNESS' Answer: Harold Henderson.

Q: What is your address?

W. Miller Blvd., Claryton, N.Y.

A: 109 w miller blvd claryton ny

Q: What is your ~~[illegible]~~ occupation

A: Bartender.

Q: Where are you employed?

A: Harrigan's Bar on North Street.

Q: Do you recall the events of January 29, 1974?

A: I do.

Q: Where were you at approximately 2 ~~am~~ a.m. on January 29, 1974?

A: At the bar--Harrigan's.

Q: Did something happen at about 2 a.m.?

A: Yes.

Q: Tell the jury, please, what happened.

A: I was counting the money in the cash ~~[illegible]~~ register, when this man, the defendant, told me to put my hands up. I turned around and saw him holding a knife in his hand. I put my hands up. The defendant then came around to the back of the bar. As he put his hand into the register, I made a ~~lung~~ lunge for him. We wrestled around on the floor and he stabbed me in my stomach. He got up, took a handful of money, and ran.

(Simulation Page 2)
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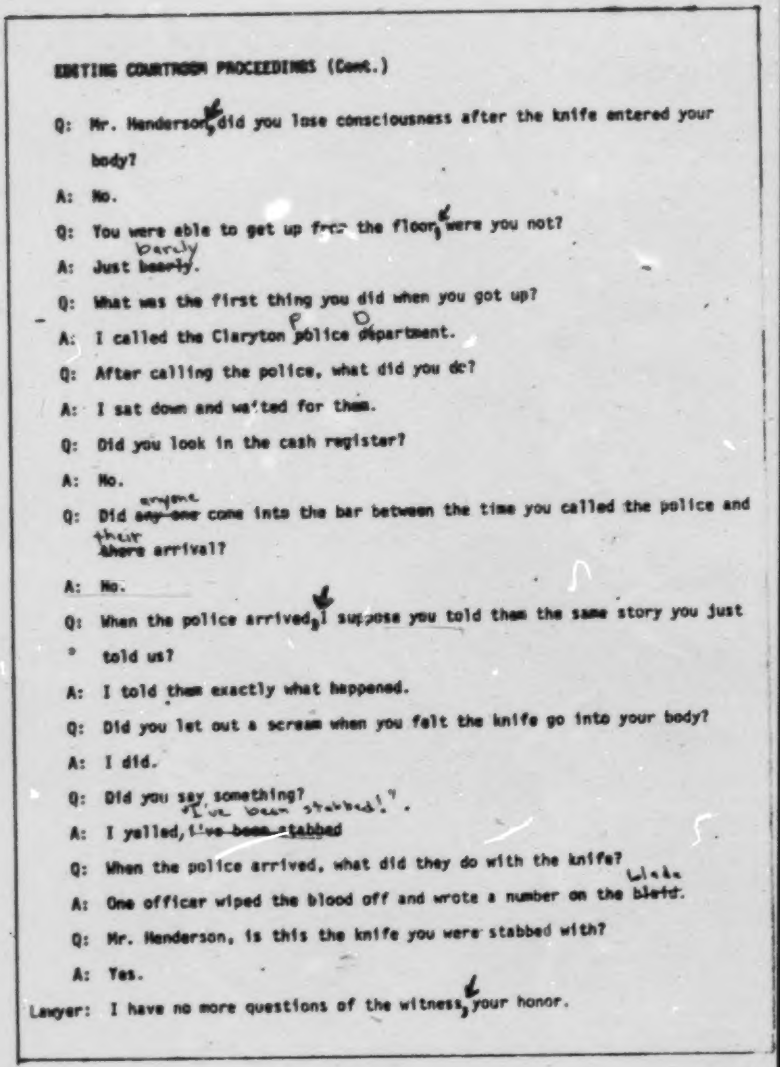
Simulation Page 3

(See Teacher's Guide on
preceding page.)



EDITING COURTROOM PROCEEDINGS (Cont.)

Q: Mr. Henderson, did you lose consciousness after the knife entered your body?

A: No.

Q: You were able to get up from the floor, were you not?

A: Just ~~bearly~~ barely.

Q: What was the first thing you did when you got up?

A: I called the Claryton ~~p~~Police ~~d~~Department.

Q: After calling the police, what did you do?

A: I sat down and waited for them.

Q: Did you look in the cash register?

A: No.

Q: Did ~~any one~~ anyone come into the bar between the time you called the police and ~~there~~ their arrival?

A: No.

Q: When the police arrived, I suppose you told them the same story you just told us?

A: I told them exactly what happened.

Q: Did you let out a scream when you felt the knife go into your body?

A: I did.

Q: Did you say something?

A: I yelled, ~~i've been stabbed~~ "I've been stabbed!".

Q: When the police arrived, what did they do with the knife?

A: One officer wiped the blood off and wrote a number on the ~~blaid~~ blade.

Q: Mr. Henderson, is this the knife you were stabbed with?

A: Yes.

Lawyer: I have no more questions of the witness, your honor.

Simulation Page 4

CHECK:

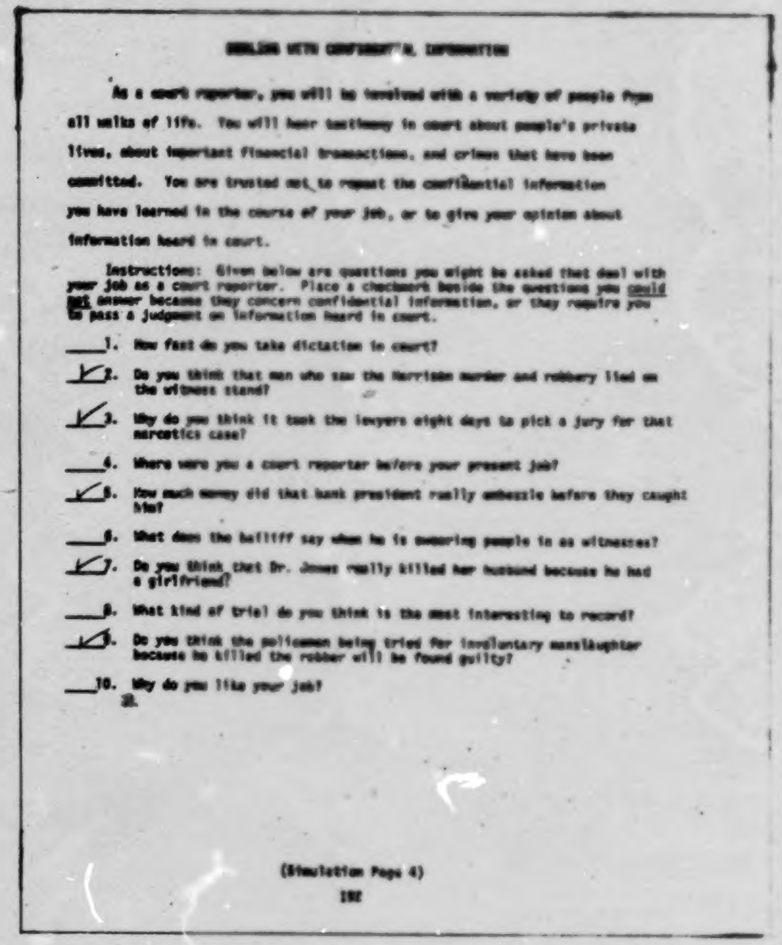
The items that are confidential are checked at the right.

Why do you think these items are confidential?

Answer: Each of the five items deals with privileged information that the court reporter would hear as part of the job in the courtroom.

Optional Discussion Topics:

1. What are some tactful replies you would give to family and friends if they asked about a secret you knew but promised not to tell?
2. What other occupations can you think of that handle information that must be kept secret?



DEALING WITH CONFIDENTIAL INFORMATION

As a court reporter, you will be involved with a variety of people from all walks of life. You will hear testimony in court about people's private lives, about important financial transactions, and crimes that have been committed. You are trusted not to repeat the confidential information you have learned in the course of your job, or to give your opinion about information heard in court.

Instructions: Given below are questions you might be asked that deal with your job as a court reporter. Place a checkmark beside the questions you could not answer because they concern confidential information, or they require you to pass a judgment on information heard in court.

____ 1. How fast do you take dictation in court?

✓ 2. Do you think that man who saw the Harrison murder and robbery lied on the witness stand?

✓ 3. Why do you think it took the lawyers eight days to pick a jury for that narcotics case?

____ 4. Where were you a court reporter before your present job?

✓ 5. How much money did that bank president really embezzle before they caught him?

____ 6. What does the bailiff say when he is swearing people in as witnesses?

✓ 7. Do you think that Dr. Jones really killed her husband because he had a girlfriend?

____ 8. What kind of trial do you think is the most interesting to record?

✓ 9. Do you think the policeman being tried for involuntary manslaughter because he killed the robber will be found guilty?

____ 10. Why do you like your job?

(Simulation Page 4)

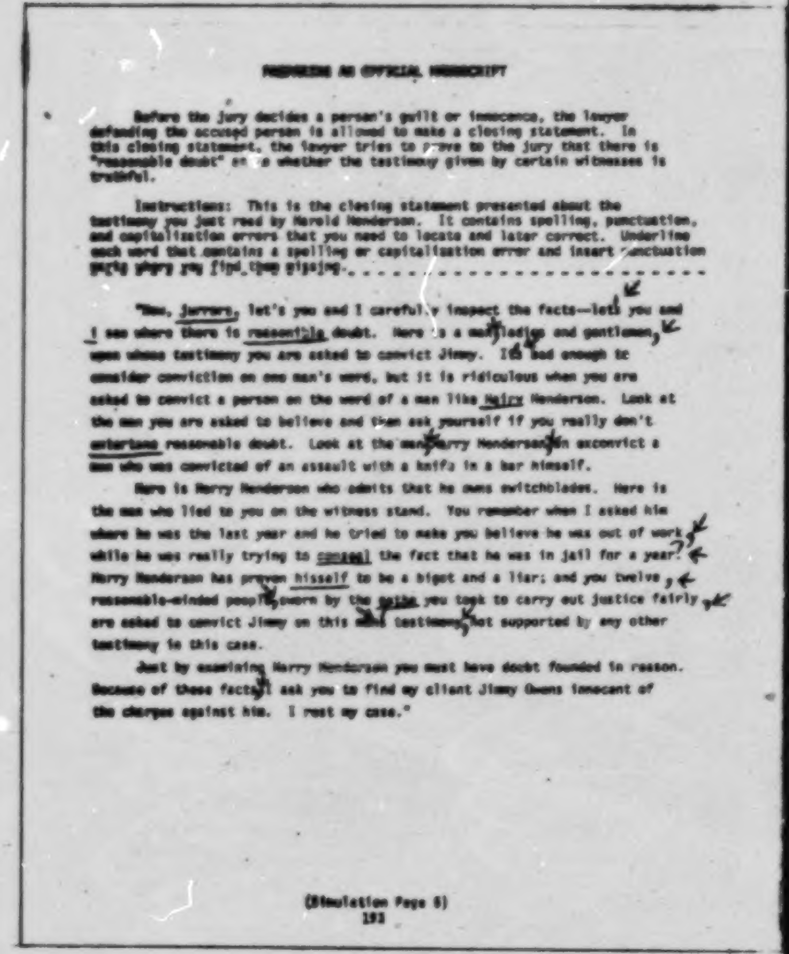
[illegible]

Simulation Page 5

CHECK:

Students should have underlined eight words with capitalization or spelling errors, and inserted punctuation marks as shown at the right.

Go over the misspelled words and correct them in class.



PREPARING AN OFFICIAL MANUSCRIPT

Before the jury decides a person's guilt or innocence, the lawyer defending the accused person is allowed to make a closing statement. In this closing statement, the lawyer tries to prove to the jury that there is "reasonable doubt" as to whether the testimony given by certain witnesses is truthful.

Instructions: This is the closing statement presented about the testimony you just read by Harold Henderson. It contains spelling, punctuation, and capitalization errors that you need to locate and later correct. Underline each word that contains a spelling or capitalization error and insert punctuation marks where you find them missing.

"Now, jurrors, let's you and I carefully inspect the facts—let's you and i see where there is reasonible doubt. Here is a man, ladies and gentlemen, upon whose testimony you are asked to convict Jimmy. It's bad enough to consider conviction on one man's word, but it is ridiculous when you are asked to convict a person on the word of a man like Hairy Henderson. Look at the man you are asked to believe and then ask yourself if you really don't entertane reasonable doubt. Look at the man, Harry Henderson, an exconvict a man who was convicted of an assault with a knife in a bar himself.

Here is Harry Henderson who admits that he owns switchblades. Here is the man who lied to you on the witness stand. You remember when I asked him where he was the last year and he tried to make you believe he was out of work, while he was really trying to conseal the fact that he was in jail for a year? Harry Henderson has proven hisself to be a bigot and a liar; and you twelve, reasonable-minded people, sworn by the oaths you took to carry out justice fairly, are asked to convict Jimmy on this same testimony, not supported by any other testimony in this case.

Just by examining Harry Henderson you must have doubt founded in reason. Because of these facts, I ask you to find my client Jimmy Owens innocent of the charges against him. I rest my case."

(Simulation Page 6)
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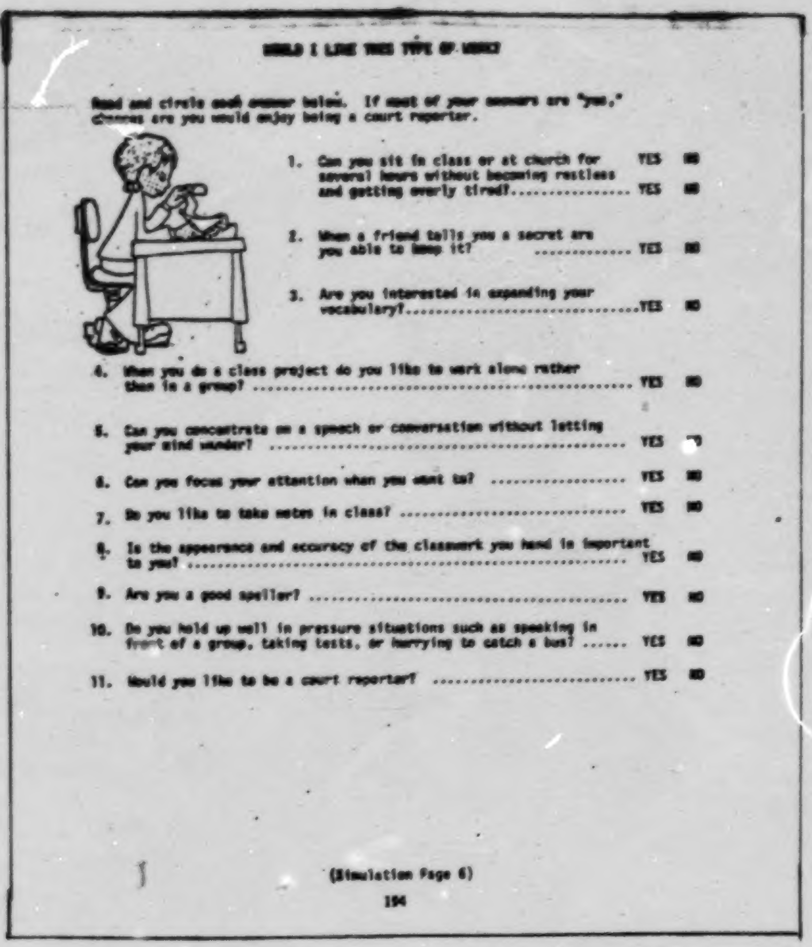
Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE THIS TYPE OF WORK?

Read and circle each answer below. If most of your answers are "yes," chances are you would enjoy being a court reporter.

1. Can you sit in class or at church for several hours without becoming restless and getting overly tired? .... YES NO
   YES NO
2. When a friend tells you a secret are you able to keep it? .... YES NO
3. Are you interested in expanding your vocabulary? .... YES NO
4. When you do a class project do you like to work alone rather than in a group? .... YES NO
5. Can you concentrate on a speech or conversation without letting your mind wander? .... YES NO
6. Can you focus your attention when you want to? .... YES NO
7. Do you like to take notes in class? .... YES NO
8. Is the appearance and accuracy of the classwork you hand in important to you? .... YES NO
9. Are you a good speller? .... YES NO
10. Do you hold up well in pressure situations such as speaking in front of a group, taking tests, or hurrying to catch a bus? ...... YES NO
11. Would you like to be a court reporter? .... YES NO

(Simulation Page 6)

194

BACKGROUND INFORMATION ON COURT REPORTERS

In General

The work of the reporter is varied and often most interesting. Reporters meet people in every walk of life, many of them leaders in their fields. They are trusted not to divulge confidential information acquired in the course of their duties. They observe the attempts of fellow men to obtain what they believe is rightfully theirs or to avoid the consequences of some misstep. They have the opportunity to study the tactics and strategies of attorneys and businessmen. They are given an inside picture of American business, labor, education, science, and medicine in reporting conventions.

Of course, not all of the reporter's work is interesting or exciting. Some cases and assignments may be dull and boring; for example, those involving many figures or the itemization of merchandise. Here the reporter must develop the attitude that it is all in the day's work.

Education

Shorthand Skill--Shorthand is the basic tool of the reporter. The minimum speed necessary for reporting is 225 words per minute on matter which has not been practiced before. A period of two years of study and practice is ordinarily required, depending largely on the time and effort devoted by the students, and on his sheer determination to succeed.

Academic Education--The first requirement for the reporter is to take down shorthand in the spoken work. To do this, he must have an understanding of what is being said, in slurred or clear accents, at high or low speeds. This calls for his having an extensive vocabulary, a good understanding of English grammar, and a broad general knowledge. If at all possible, the prospective reporter should attend a junior college or college. This would provide the broad academic background helpful to the reporter in his work.

Earnings

The salaries of official reporters and the extra income usually earned by furnishing transcripts to interested parties for a fee vary widely throughout the country, Depending upon local customs, official reporters may further supplement their incomes by undertaking outside reporting assignments, such as recording convention proceedings. For information on salaries of court reporters in your area, consult the want ads of a newspaper.

STUDENT MATERIALS

Following is a six-page "Court Reporter Simulation" which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains activities that might be performed by a court reporter and it requires students to apply their knowledge of writing mechanics--spelling, punctuation, and capitalization.

The teacher's key and discussion guide for the simulation is found on the preceding pages.

UNIT 11

WORKING AS A COURT REPORTER

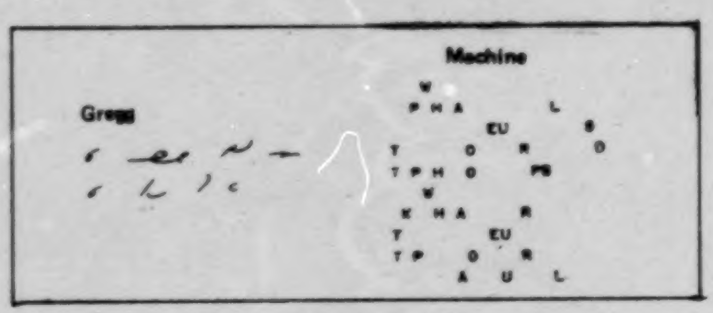
You have just been hired as a court reporter in Claryton, New York. Since tomorrow is your first day of work, you decide to review some work that Janice Everly, the girl you are replacing, did as part of her job. These are some major aspects of a court reporter's job.

1. RECORDING COURTROOM PROCEEDINGS

2. TRANSCRIBING NOTES

3. HANDLING CONFIDENTIAL INFORMATION

Nearly all court reporters record courtroom proceedings by a method known as machine shorthand. This machine method allows court reporters to record words at the rate of over 225 words per minute. By comparison, a good secretary taking shorthand by another method, such as Gregg Shorthand, is likely to take dictation at only 120 words per minute or less. This is how the phrase, "*With malice toward none, with charity for all,*" is written in the two major shorthand systems.



EDITING COURTROOM PROCEEDINGS

Janice Everly, the girl you are replacing, typed a rough draft copy of the courtroom proceedings given below. Before an official transcript of the trial can be typed from the manuscript below, it must be completely accurate. After the official transcript has been typed and certified by you, the court reporter, it will be placed on file as a legal document.

Instructions: Read the actual courtroom interrogation given below. Then, go back over the manuscript and correct all spelling, punctuation, and capitalization errors you can find.

This is a segment of a trial in which a lawyer is questioning Harold Henderson, the alleged victim of assault and burglary.

LAWYER'S
Question: Would you please state your full name.

WITNESS' H H
Answer: ~~h~~arold ~~h~~enderson.

Q: What is your address?

A: 109 w miller blvd claryton ny

Q: What is your ocupation?

A: Bartender

Q: Where are you employed?

A: Harrigan's Bar on north Street.

Q: Do you recall the events of January 29 1974?

A: I do.

Q: Where were you at approximately 2 am on January 29, 1974?

A: At the bar--Harrigan s.

Q: Did something happen at about 2 a.m.?

A: Yes.

Q: Tell the jury please what happened.

A: I was counting the money in the cash registur, when this man the defendant, told me to put my hands up. I turned around and saw him holding a knife in his hand. I put my hands up. The defendant then came around to the back of the bar. As he put his hand into the register, I made a lung for him. We wrestled around on the floor and he stabbed me in my stomach. He got up took a handful of money and ran.

Q: Mr. Henderson did you lose consciousness after the knife entered your body?

A: No.

Q: You were able to get up from the floor were you not?

A: Just bearly.

Q: What was the first thing you did when you got up?

A: I called the Claryton police department.

Q: After calling the police, what did you do?

A: I sat down and waited for them.

Q: Did you look in the cash register?

A: No.

Q: Did any one come into the bar between the time you called the police and there arrival?

A: No.

Q: When the police arrived I suppose you told them the same story you just told us?

A: I told them exactly what happened.

Q: Did you let out a scream when you felt the knife go into your body?

A: I did.

Q: Did you say something?

A: I yelled i've been stabbed

Q: When the police arrived, what did they do with the knife?

A: One officer wiped the blood off and wrote a number on the blaid.

Q: Mr. Henderson, is this the knife you were stabbed with?

A: Yes.

Lawyer: I have no more questions of the witness your honor.

(Simulation Page 3)

DEALING WITH CONFIDENTIAL INFORMATION

As a court reporter, you will be involved with a variety of people from all walks of life. You will hear testimony in court about people's private lives, about important financial transactions, and crimes that have been committed. You are trusted not to repeat the confidential information you have learned in the course of your job, or to give your opinion about information heard in court.

Instructions: Given below are questions you might be asked that deal with your job as a court reporter. Place a checkmark beside the questions you could not answer because they concern confidential information, or they require you to pass a judgment on information heard in court.

_____1. How fast do you take dictation in court?

_____2. Do you think that man who saw the Harrison murder and robbery lied on the witness stand?

_____3. Why do you think it took the lawyers eight days to pick a jury for that narcotics case?

_____4. Where were you a court reporter before your present job?

_____5. How much money did that bank president really embezzle before they caught him?

_____6. What does the bailiff say when he is swearing people in as witnesses?

_____7. Do you think that Dr. Jones really killed her husband because he had a girlfriend?

_____8. What kind of trial do you think is the most interesting to record?

_____9. Do you think the policeman being tried for involuntary manslaughter because he killed the robber will be found guilty?

____10. Why do you like your job?

(Simulation Page 4)

PREPARING AN OFFICIAL MANUSCRIPT

Before the jury decides a person's guilt or innocence, the lawyer defending the accused person is allowed to make a closing statement. In this closing statement, the lawyer tries to prove to the jury that there is "reasonable doubt" as to whether the testimony given by certain witnesses is truthful.

Instructions: This is the closing statement presented about the testimony you just read by Harold Henderson. It contains spelling, punctuation, and capitalization errors that you need to locate and later correct. Underline each word that contains a spelling or capitalization error and insert punctuation marks where you find them missing.

"Now, jurrors, let's you and I carefully inspect the facts--lets you and i see where there is reasonible doubt. Here is a man ladies and gentlemen upon whose testimony you are asked to convict Jimmy. Its bad enough to consider conviction on one man's word, but it is ridiculous when you are asked to convict a person on the word of a man like Hairy Henderson. Look at the man you are asked to believe and then ask yourself if you really don't entertane reasonable doubt. Look at the man Harry Henderson an exconvict a man who was convicted of an assault with a knife in a bar himself.

Here is Harry Henderson who admits that he owns switchblades. Here is the man who lied to you on the witness stand. You remember when I asked him where he was the last year and he tried to make you believe he was out of work while he was really trying to conseal the fact that he was in jail for a year. Harry Henderson has proven hisself to be a bigot and a liar; and you twelve reasonable-minded people sworn by the oathe you took to carry out justice fairly are asked to convict Jimmy on this mans testimony not supported by any other testimony in this case.

Just by examining Harry Henderson you must have doubt founded in reason. Because of these facts I ask you to find my client Jimmy Owens innocent of the charges against him. I rest my case."

WOULD I LIKE THIS TYPE OF WORK?

Read and circle each answer below. If most of your answers are "yes," chances are you would enjoy being a court reporter.

1. Can you sit in class or at church for several hours without becoming restless and getting overly tired?................ YES NO

2. When a friend tells you a secret are you able to keep it? .... YES NO

3. Are you interested in expanding your vocabulary?............................YES NO

4. When you do a class project do you like to work alone rather than in a group? .... YES NO

5. Can you concentrate on a speech or conversation without letting your mind wander? .... YES NO

6. Can you focus your attention when you want to? .... YES NO

7. Do you like to take notes in class? .... YES NO

8. Is the appearance and accuracy of the classwork you hand in important to you? .... YES NO

9. Are you a good speller? .... YES NO

10. Do you hold up well in pressure situations such as speaking in front of a group, taking tests, or hurrying to catch a bus? ...... YES NO

11. Would you like to be a court reporter? .... YES NO

UNIT 12

HOW AN EXECUTIVE SECRETARY USES THE MECHANICS OF ENGLISH ON THE JOB AT THE RAVENSWOOD POLICE STATION

PURPOSE

The purpose of this unit is to give students an opportunity to use their knowledge of the mechanics of writing--punctuation, spelling, and capitalization--while learning something of the work performed by an executive secretary.

MAJOR ACTIVITY

The major activity in this unit is a simulation of the work performed by an executive secretary at the city police station in Ravenswood, Oregon. The simulation exercises give students an opportunity to see some of the types of things an executive secretary does and to see some of the ways the mechanics of writing are used on the job. It would be helpful to the students if they have access to dictionaries while working through this unit.

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at end of this unit) to provide each student with a copy.
2. Read "Background information on Executive Secretaries" on page 207.

During class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key to the simulation (pages 201-207).
2. Ask students to complete pages 2 through 5 of the simulation. The first simulation exercise (page 2) requires you to dictate to students the letter shown on page 196.
3. When students have finished the first five pages, go through the simulation with them, checking answers and discussing the topics shown in the teacher's key.
4. After checking the simulation exercises, have students turn to page 6 to answer and discuss the questions listed there.
5. If time permits, use one or more of the discussion topics or activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1➡ Duplicate and have students complete the "Executive Word Power" vocabulary activity on page 199. The answers to the activity are shown in the box below.

Discuss with students the importance of a good vocabulary to an executive secretary. Develop the idea that an executive secretary works primarily with top-level managers and others who have fairly extensive vocabularies.

If students enjoy this vocabulary activity, you may want to set up a vocabulary list of your own to use periodically. Or, you might bring "It Pays to Enrich Your Word Power" pages from Reader's Digest magazine for use in class.

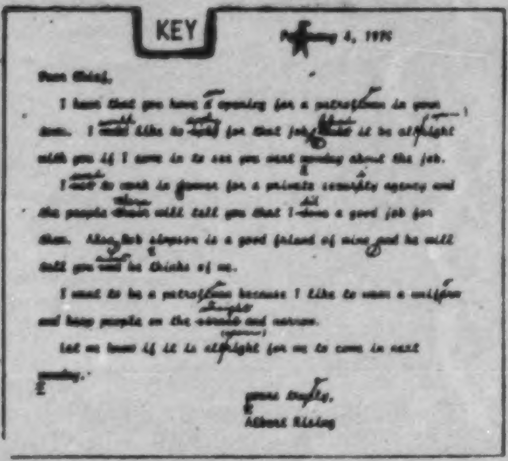
Answers to "Executive Word Power" Activity

1. (b) indirect
2. (c) moral
3. (c) profitable
4. (a) to pay
5. (b) humiliation
6. (a) final
7. (a) unprincipled
8. (b) undecipherable
9. (c) excuse
10. (b) stimulus
11. (c) exclusive control
12. (b) delete
13. (c) blame
14. (a) to influence
15. (a) essential
16. (c) yield
17. (c) admittance
18. (c) endanger
19. (d) avoid
20. (c) mislead

2➡ Have students read and edit the "Dear Chief" letter shown on page 200. This is a letter written to the chief of police of a small town and contains many errors. Students are to find the errors in the letter and then answer the discussion questions at the bottom of the page.

The key to the "Dear Chief" letter is given at the right.

Develop the idea that a well-written letter of application is very important when one is looking for a job. The letter should be clearly worded and written in standard English, be mechanically correct, and provide all essential information about the applicant.



FIELD TRIP

. . .to the local police station to observe the complete operation of the station and learn more about careers in law enforcement and about careers that support the law enforcement officers--such as secretaries, typists, telephone operators, etc.

. . .to any local business or manufacturing firm that employs an executive secretary or administrative assistant to learn more about the work performed by these high-level office workers.

(See Field Trip Guide in Appendix for field trip procedures)

INTERVIEW

. . .an executive secretary or secretary from a police station.

. . .an executive secretary from any local organization.

. . .an employee in any law enforcement or other public service occupation in which students express interest.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ADDITIONAL OCCUPATIONS IN THE COMMUNICATIONS INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

See Optional Activities section of Unit 11.

LETTER TO BE DICTATED
(Executive Secretary Job Simulation)

The following letter is to be dictated to students as a part of the first exercise of the Executive Secretary Job Simulation which is the major activity in Unit 12.

DICTATING INSTRUCTIONS:

Dictate slowly every word in the letter below, indicating where each new paragraph is to begin. (Do not dictate the punctuation marks)

> Alternative Suggestion: Do not tell students when to begin new paragraphs. After you finish dictating, ask students to decide upon paragraphing.

Take a letter to

Mr. John White
120 South State Street
Albany, California 94716

Dear Mr. White:

Thank you for your letter of September 30, 197-, in which you praise officers Lewis, Smith, and Scott. We are glad that these officers were able to help you after your automobile accident in Ravenswood, Oregon.

Because so many people condemn the police today, we are especially happy to receive warm, friendly letters like yours.

Any time you are in Ravenswood and need assistance, please feel free to call on us.

Sincerely yours,

Alvin Dix
Chief of Police

After the dictation is complete, ask students to read through what they have written to be sure they have spelled, punctuated, and capitalized correctly. When they have made all necessary changes, ask them to copy the letter onto the letterhead form provided in the simulation. Remind students to write the date just below the letterhead.

"Executive Word Power"

People in executive positions generally have a fairly good vocabulary and expect those who work with them--secretaries, executive secretaries, etc.--to have a good vocabulary also.

Below are 20 key words that are everyday words for most executives. See how many of these you know by checking the word or phrase nearest in meaning to the key word.

1. devious ___*a: amusing* ___*b: indirect* ___*c: stealthy* ___*d: happy*
2. ethical ___*a: practical* ___*b: professional* ___*c: moral* ___*d: religious*
3. lucrative ___*a: illegally gained* ___*b: fortunate* ___*c: profitable*
4. defray ___*a: to pay* ___*b: pull back* ___*c: tatter* ___*d: go around*
5. indignity ___*a: penalty* ___*b: humiliation* ___*c: blame* ___*d: rebuke*
6. ultimate ___*a: final* ___*b: critical* ___*c: limited* ___*d: decisive*
7. unethical ___*a: unprincipled* ___*b: irreligious* ___*c: impossible*
8. illegible ___*a: not qualified* ___*b: undecipherable* ___*c: unlawful*
9. exempt ___*a: to exclude* ___*b: deprive* ___*c: excuse* ___*d: overlook*
10. incentive ___*a: obligation* ___*b: stimulus* ___*c: pretext* ___*d: ambition*
11. monopoly ___*a: combination* ___*b: acquisition* ___*c: exclusive control*
12. censor ___*a: to scold* ___*b: delete* ___*c: fabricate* ___*d: deceive*
13. censure ___*a: to reject* ___*b: suppress* ___*c: blame* ___*d: remove from offi*
14. affect ___*a: to influence* ___*b: upset* ___*c: conclude* ___*d: to stop*
15. vital ___*a: essential* ___*b: conclusive* ___*c: significant* ___*d: poor*
16. submit ___*a: to consider* ___*b: evade* ___*c: yield* ___*d: agree*
17. access ___*a: improvement* ___*b: aid* ___*c: admittance or passage*
18. jeopardize ___*a: to unbalance* ___*b: wear away* ___*c: endanger* ___*d: stop*
19. evade ___*a: to rub out* ___*b: lurch* ___*c: glance off* ___*d: avoid*
20. delude ___*a: to soak* ___*b: discourage* ___*c: mislead* ___*d: equivocate*

"DEAR CHIEF"

The following application letter was received by the police chief in a small town. Read this letter and mark all errors in word usage, punctuation, spelling, and capitalization. When you have finished, answer the questions at the bottom of the page.

> Feburary 4, 197-
>
> Dear Chief,
>
> I hear that you have a opening for a patrollman in your town. I wuld like to aply for that job, wuld it be allright with you if I come in to see you next monday about the job.
>
> I ust to work in denver for a private securaty agency and the people their will tell you that I done a good job for them. Also Bob [illegible]impson is a good friend of mine and he will tell you wat he thinks of me.
>
> I want to be a patrollman because I like to wear a unifarm and keep people on the strait and narrow.
>
> Let me know if it is allright for me to come in next monday.
>
> yours truely,
>
> Albert Rising

Discussion Questions:

1. Do you think Albert Rising got a job as patrolman? Why?
2. Do you think the police chief was impressed with Albert's letter? Why?
3. Do you think it is important for a patrolman to be able to write clearly in standard English? Why?
4. Are you impressed with Albert's reasons for wanting to be a patrolman? Why?

UNIT 12

TEACHER'S KEY

Simulation Page 1

Go over page 1 of the simulation activity with students.

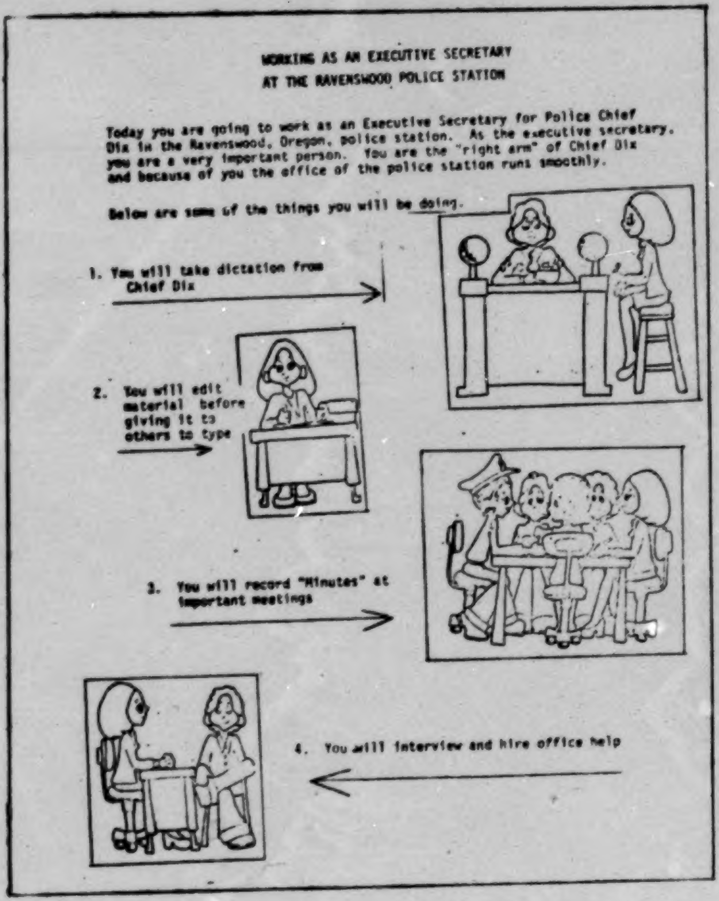
a. Ask students what the term "executive" means. (*One who is in a controlling or managing position in an organization.*)

   After "executive" has been defined, ask students to tell what they think an executive secretary does.

   Bring in at this point information about executive secretaries from the "background sheet" located just before this key.

b. Ask students whether they are acquainted with any people who are executive secretaries. If they are, ask whether they think the executive secretaries they know really do the types of things listed on Page 1.

c. Ask students whether they know any people who work in police stations or other law enforcement agencies. If they do, encourage them to tell about these people.



WORKING AS AN EXECUTIVE SECRETARY
AT THE RAVENSWOOD POLICE STATION

Today you are going to work as an Executive Secretary for Police Chief Dix in the Ravenswood, Oregon, police station. As the executive secretary, you are a very important person. You are the "right arm" of Chief Dix and because of you the office of the police station runs smoothly.

Below are some of the things you will be doing.

1. You will take dictation from Chief Dix

2. You will edit material before giving it to others to type

3. You will record "Minutes" at important meetings

4. You will interview and hire office help

Simulation Page 2

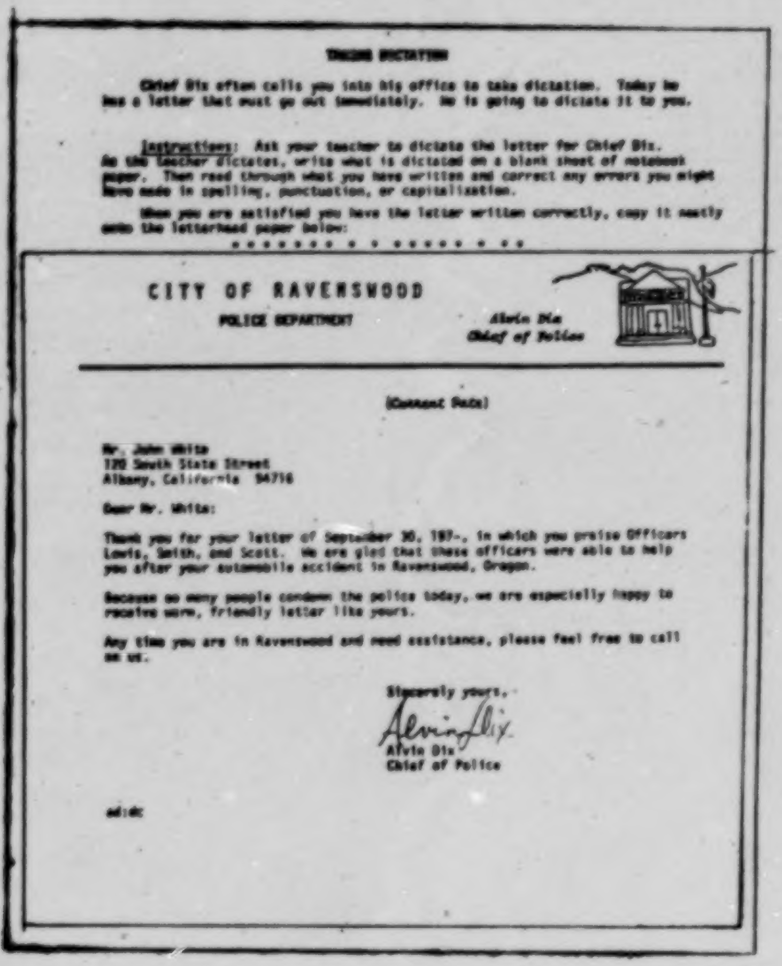
CHECK:

Students should have written their letters in a form similar to that shown at the right. Check to see that they have capitalized, spelled, and punctuated as shown.

You may especially want to check words such as "condemn," "officers," "receive," and "assistance" for correct spelling.

- Ask students what they liked and disliked about the dictation exercise.

Explain that even if **executive** secretaries rarely take dictation from their bosses, they frequently must take notes at important meetings, conferences, and seminars.



TAKING DICTATION

Chief Dix often calls you into his office to take dictation. Today he has a letter that must go out immediately. He is going to dictate it to you.

Instructions: Ask your teacher to dictate the letter for Chief Dix. As the teacher dictates, write what is dictated on a blank sheet of notebook paper. Then read through what you have written and correct any errors you might have made in spelling, punctuation, or capitalization.

When you are satisfied you have the letter written correctly, copy it neatly onto the letterhead paper below:

* * * * * * * * * * * * * * * * * * *

CITY OF RAVENSWOOD
POLICE DEPARTMENT

Alvin Dix
Chief of Police

(Current Date)

Mr. John White
120 South State Street
Albany, California 94716

Dear Mr. White:

Thank you for your letter of September 30, 197-, in which you praise Officers Lewis, Smith, and Scott. We are glad that these officers were able to help you after your automobile accident in Ravenswood, Oregon.

Because so many people condemn the police today, we are especially happy to receive warm, friendly letter like yours.

Any time you are in Ravenswood and need assistance, please feel free to call on us.

Sincerely yours,

Alvin Dix

Alvin Dix
Chief of Police

ad:dc

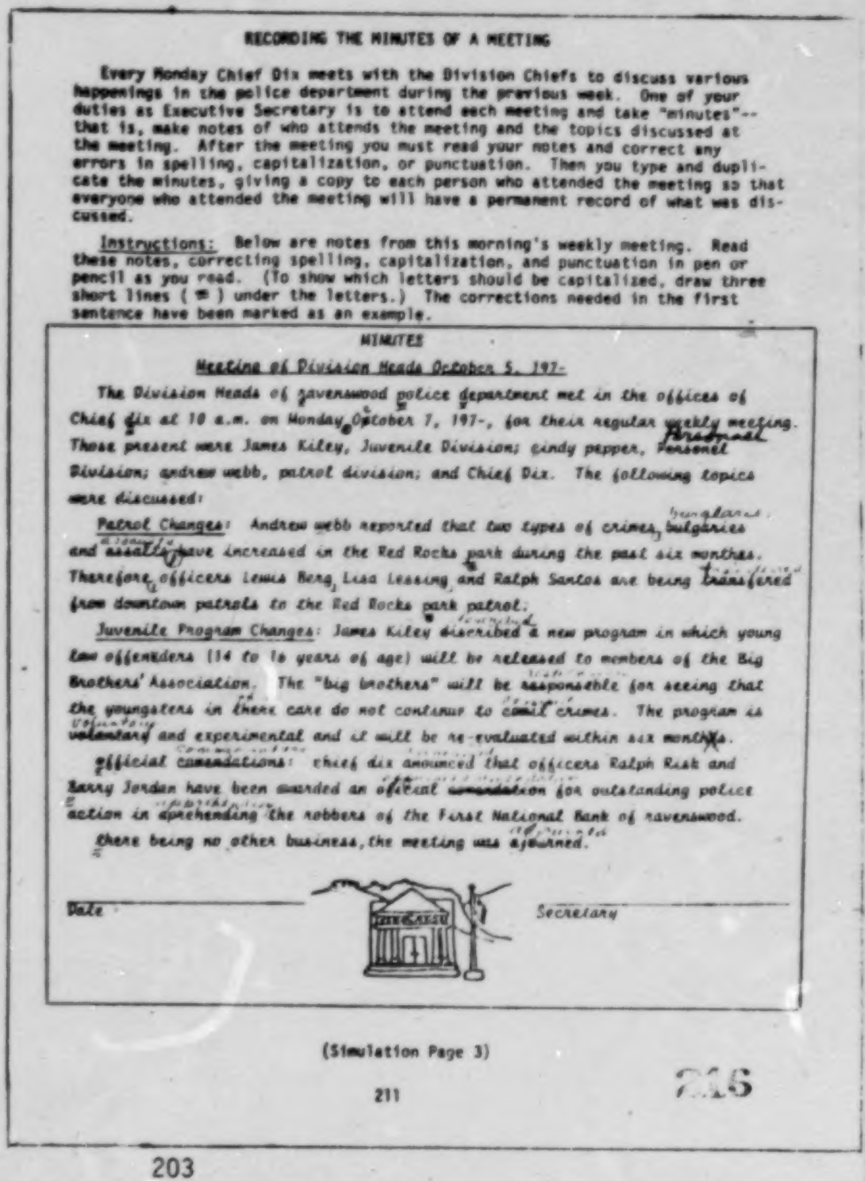
Simulation Page 3

CHECK:

Spelling, capitalization, and punctuation should be corrected as shown in the illustration at the right.

. Discuss with students the reason for taking "minutes" at meetings.

Ask students if they have ever attended meetings at which minutes were taken. Encourage them to tell about the meetings.



RECORDING THE MINUTES OF A MEETING

Every Monday Chief Dix meets with the Division Chiefs to discuss various happenings in the police department during the previous week. One of your duties as Executive Secretary is to attend each meeting and take "minutes"--that is, make notes of who attends the meeting and the topics discussed at the meeting. After the meeting you must read your notes and correct any errors in spelling, capitalization, or punctuation. Then you type and duplicate the minutes, giving a copy to each person who attended the meeting so that everyone who attended the meeting will have a permanent record of what was discussed.

Instructions: Below are notes from this morning's weekly meeting. Read these notes, correcting spelling, capitalization, and punctuation in pen or pencil as you read. (To show which letters should be capitalized, draw three short lines (≡) under the letters.) The corrections needed in the first sentence have been marked as an example.

MINUTES

Meeting of Division Heads October 5, 197-

The Division Heads of ravenswood police department met in the offices of Chief dix at 10 a.m. on Monday, Ocotober 7, 197-, for their regular weekly meeting. Those present were James Kiley, Juvenile Division; cindy pepper, ~~Personel~~ Personnel Division; andrew webb, patrol division; and Chief Dix. The following topics were discussed:

Patrol Changes: Andrew webb reported that two types of crimes, ~~bulgaries~~ burglaries and ~~assalts~~ assaults, have increased in the Red Rocks park during the past six months. Therefore, officers Lewis Berg, Lisa Lessing, and Ralph Santos are being ~~transfered~~ transferred from downtown patrols to the Red Rocks park patrol.

Juvenile Program Changes: James Kiley ~~discribed~~ described a new program in which young law offenxders (14 to 16 years of age) will be released to members of the Big Brothers' Association. The "big brothers" will be ~~responseble~~ responsible for seeing that the youngsters in there care do not continue to ~~comit~~ commit crimes. The program is ~~valantary~~ voluntary and experimental and it will be re-evaluated within six monthes.

official ~~comendations~~ Commendations: chief dix anounced that officers Ralph Rusk and Barry Jordan have been awarded an official ~~comendation~~ commendation for outstanding police action in ~~aprehending~~ apprehending the robbers of the First National Bank of ravenswood.

there being no other business, the meeting was ~~ajourned~~ adjourned.

Date   Secretary

(Simulation Page 3)

211

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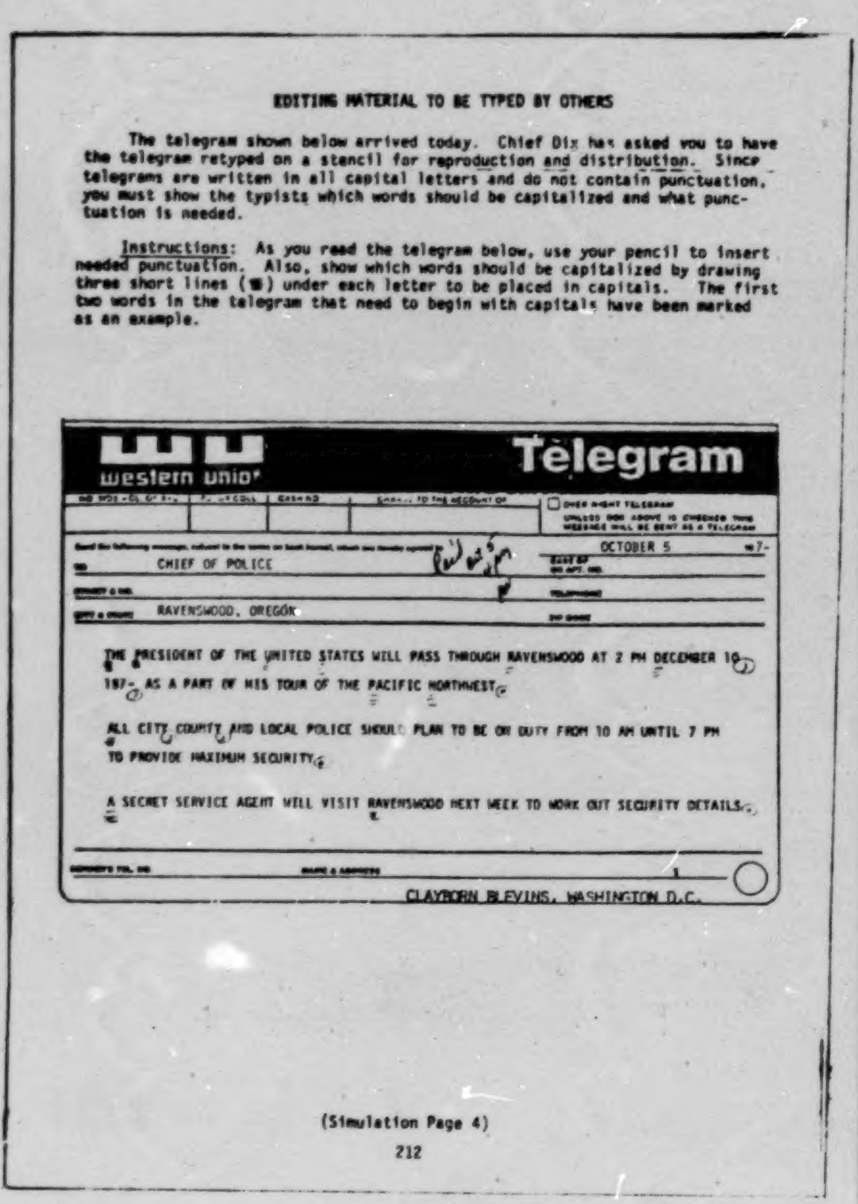
Simulation Page 4

CHECK:

Check to see that students marked the telegram as shown in the illustration at the right

(Note: Although some people do not use a comma before the conjunction in a series, the use of a comma does make the reading easier in many cases--especially when one has compound items within the series.

- Explain to students that the executive secretary marked this telegram for the typist to be sure that it will be typed correctly. However, an experienced typist would capitalize and punctuate as shown even if the material were not already marked. Thus, in this case, the executive secretary was probably going to have a new and inexperienced typist retype the telegram.



EDITING MATERIAL TO BE TYPED BY OTHERS

The telegram shown below arrived today. Chief Dix has asked you to have the telegram retyped on a stencil for reproduction and distribution. Since telegrams are written in all capital letters and do not contain punctuation, you must show the typists which words should be capitalized and what punctuation is needed.

Instructions: As you read the telegram below, use your pencil to insert needed punctuation. Also, show which words should be capitalized by drawing three short lines (≡) under each letter to be placed in capitals. The first two words in the telegram that need to begin with capitals have been marked as an example.

western union Telegram

OCTOBER 5 197-

CHIEF OF POLICE

RAVENSWOOD, OREGON

THE PRESIDENT OF THE UNITED STATES WILL PASS THROUGH RAVENSWOOD AT 2 PM DECEMBER 10, 197-, AS A PART OF HIS TOUR OF THE PACIFIC NORTHWEST.

ALL CITY, COUNTY, AND LOCAL POLICE SHOULD PLAN TO BE ON DUTY FROM 10 AM UNTIL 7 PM TO PROVIDE MAXIMUM SECURITY.

A SECRET SERVICE AGENT WILL VISIT RAVENSWOOD NEXT WEEK TO WORK OUT SECURITY DETAILS.

CLAYBORN BLEVINS, WASHINGTON D.C.

(Simulation Page 4)

212

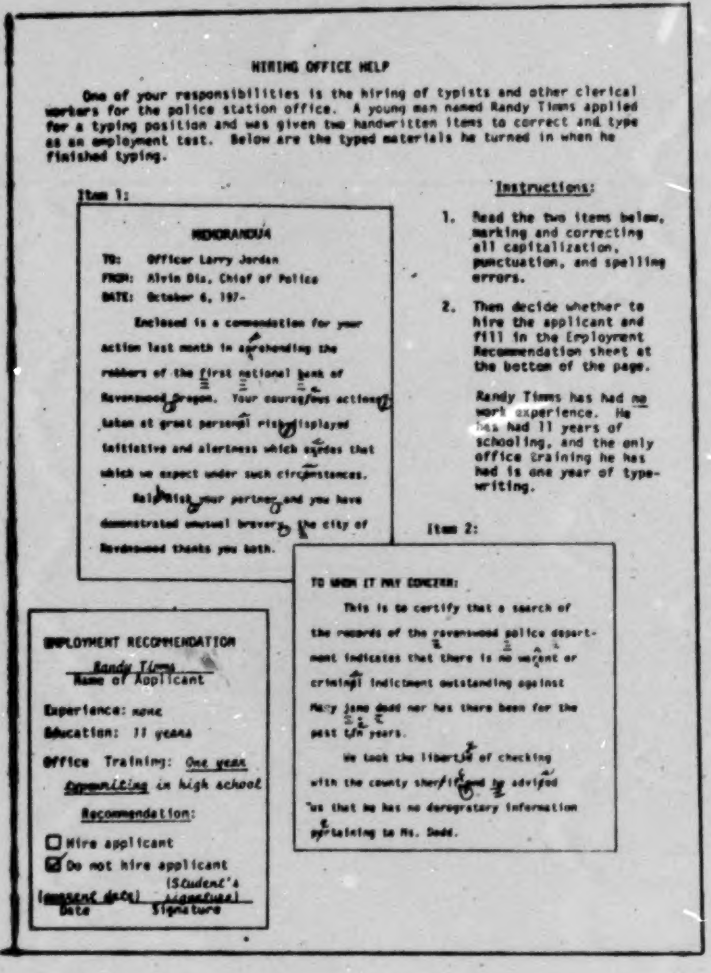
Simulation Page 5

CHECK:

Capitalization, punctuation, and spelling in the two items should be corrected as shown in the illustration shown at the right.

Also, the employment recommendation form should be completely filled in.

- Discuss with students each correction and the reason for the correction.
- Ask students to tell their reasons for hiring or not hiring Randy Timms. (Note: Before class discussions, you may want to have students write a brief essay on why they wouldn't hire Randy and how they would tell him.
- If they decided not to hire Randy, ask them what reason they would give him. *Develop the idea that the best thing to do is to tell him the truth--that his skills are not adequate.*



HIRING OFFICE HELP

One of your responsibilities is the hiring of typists and other clerical workers for the police station office. A young man named Randy Timms applied for a typing position and was given two handwritten items to correct and type as an employment test. Below are the typed materials he turned in when he finished typing.

Item 1:

MEMORANDUM

TO: Officer Larry Jordan
FROM: Alvin Dix, Chief of Police
DATE: October 6, 197-

Enclosed is a commendation for your action last month in aprehending the robbers of the first national bank of Ravenswood Oregon. Your couragous actions taken at great personal risk displayed initiative and alertness which exceeds that which we expect under such circumstances.

Ralph Fisk your partner and you have demonstrated unusual bravery the city of Ravenswood thanks you both.

Instructions:

1. Read the two items below, marking and correcting all capitalization, punctuation, and spelling errors.
2. Then decide whether to hire the applicant and fill in the Employment Recommendation sheet at the bottom of the page.

Randy Timms has had no work experience. He has had 11 years of schooling, and the only office training he has had is one year of typewriting.

Item 2:

TO WHOM IT MAY CONCERN:

This is to certify that a search of the records of the ravenswood police department indicates that there is no warent or criminal indictment outstanding against Mary jane dodd nor has there been for the past ten years.

We took the libertie of checking with the county sherif and he advised us that he has no derogratory information pertaining to Ms. Dodd.

EMPLOYMENT RECOMMENDATION

Randy Timms
Name of Applicant

Experience: *none*
Education: *11 years*
Office Training: *One year typewriting in high school*

Recommendation:

☐ Hire applicant
☑ Do not hire applicant

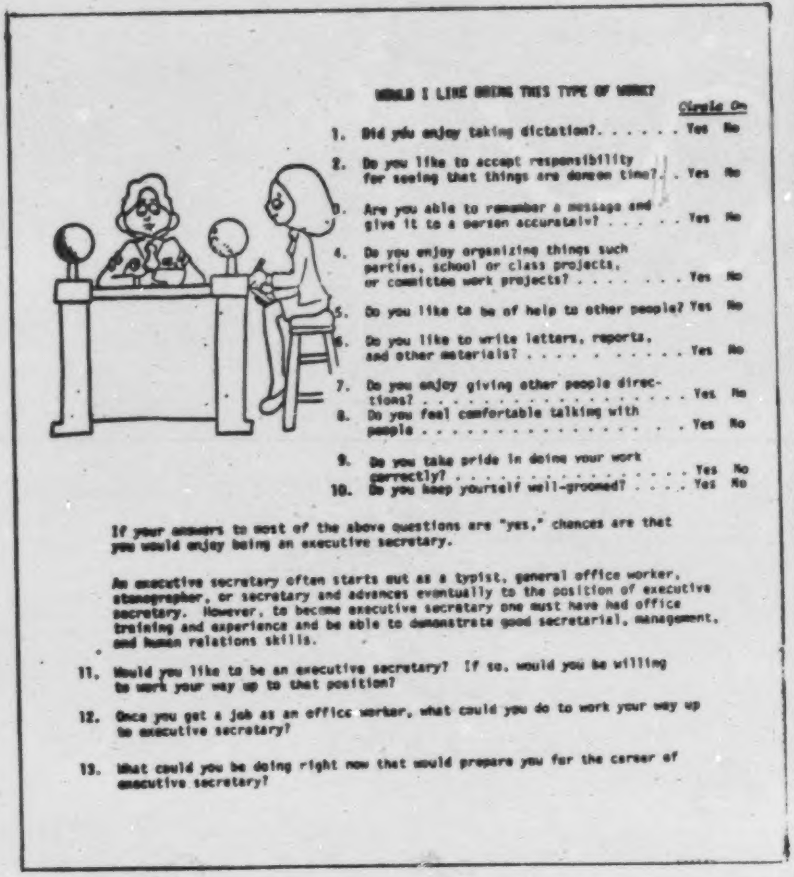
(present date) *(Student's signature)*
Date Signature

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE DOING THIS TYPE OF WORK?

Circle One

1. Did you enjoy taking dictation? . . . . . . Yes No
2. Do you like to accept responsibility for seeing that things are done on time? . . Yes No
3. Are you able to remember a message and give it to a person accurately? . . . . . Yes No
4. Do you enjoy organizing things such parties, school or class projects, or committee work projects? . . . . Yes No
5. Do you like to be of help to other people? Yes No
6. Do you like to write letters, reports, and other materials? . . . . Yes No
7. Do you enjoy giving other people directions? . . . . Yes No
8. Do you feel comfortable talking with people . . . . Yes No
9. Do you take pride in doing your work correctly? . . . . Yes No
10. Do you keep yourself well-groomed? . . . . Yes No

If your answers to most of the above questions are "yes," chances are that you would enjoy being an executive secretary.

An executive secretary often starts out as a typist, general office worker, stenographer, or secretary and advances eventually to the position of executive secretary. However, to become executive secretary one must have had office training and experience and be able to demonstrate good secretarial, management, and human relations skills.

11. Would you like to be an executive secretary? If so, would you be willing to work your way up to that position?
12. Once you get a job as an office worker, what could you do to work your way up to executive secretary?
13. What could you be doing right now that would prepare you for the career of executive secretary?

BACKGROUND INFORMATION ON EXECUTIVE SECRETARIES

As the term implies, "executive" secretaries usually serve in the capacity of an assistant to an executive. Executive secretaries are often executives in their own right because they supervise a staff of subordinate secretaries and typists.

Duties of an Executive Secretary: Executive secretaries must perform office duties such as answering the telephone, filing, typing, and taking dication. In addition to possessing these skills, executive secretaries are expected to complete all their tasks without any direct supervision. They frequently perform duties such as composing routine letters and reports, signing letters in the boss's absence, selecting and training assistants, supervising work done in the department, specifying office equipment and furnishings needed, and so on. The duties of executive secretaries vary according to the secretary's education, experience, seniority, and judgment.

Traits and Attitudes Needed: Because executive secretaries represent their bosses and their company to the public, and often supervise other office personnel, it is important they have high-level skills. Some of the attributes needed by an executive secretary are judgment, loyalty, initiative, diplomacy, appearance, ability to make decisions, cooperation, punctuality, and flexibility.

Education and Experience: An executive secretary is usually one of the highest paid office workers. An executive secretary has achieved a unique position in the business and professional world through hard work, continued study, and creative contributions to the job. Most executive secretaries have at least a high school education with additional college or business school training. Most executive secretaries worked their way up to their present position by beginning at a lower level office job and being promoted up the ladder of office jobs. After reaching executive secretary positions, individuals may be promoted to management or executive positions where they can use their knowledge of the company, initiative and creativeness to the fullest extent.

If you would like to find out the salary for executive secretaries in your locale, check the employment want ads for executive or administrative secretary in your local newspaper.

STUDENT MATERIALS

Following is a six-page "Executive Secretary Simulation" which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains activities that might be performed by an executive secretary and it requires students to apply their knowledge of writing mechanics--spelling, punctuation, and capitalization.

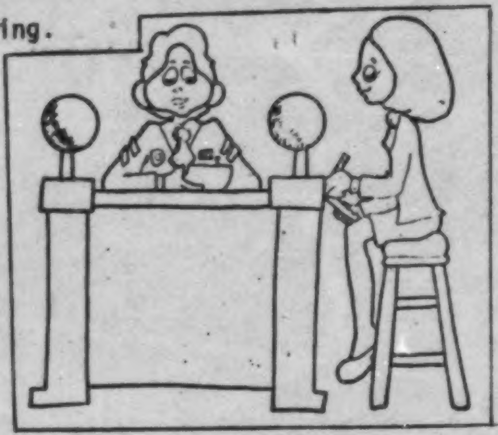
The teacher's key and discussion guide for the simulation are found on the preceding pages.

WORKING AS AN EXECUTIVE SECRETARY AT THE RAVENSWOOD POLICE STATION

Today you are going to work as an Executive Secretary for Police Chief Dix in the Ravenswood, Oregon, police station. As the executive secretary, you are a very important person. You are the "right arm" of Chief Dix and because of you the office of the police station runs smoothly.

Below are some of the things you will be doing.

1. You will take dictation from Chief Dix



2. You will edit material before giving it to others to type

3. You will record "Minutes" at important meetings

4. You will interview and hire office help

TAKING DICTATION

Chief Dix often calls you into his office to take dictation. Today he has a letter that must go out immediately. He is going to dictate it to you.

Instructions: Ask your teacher to dictate the letter for Chief Dix. As the teacher dictates, write what is dictated on a blank sheet of notebook paper. Then read through what you have written and correct any errors you might have made in spelling, punctuation, or capitalization.

When you are satisfied you have the letter written correctly, copy it neatly onto the letterhead paper below:

* * * * * * * * * * * * * * * * * *

CITY OF RAVENSWOOD

POLICE DEPARTMENT

Alvin Dix
Chief of Police

RECORDING THE MINUTES OF A MEETING

Every Monday Chief Dix meets with the Division Chiefs to discuss various happenings in the police department during the previous week. One of your duties as Executive Secretary is to attend each meeting and take "minutes"--that is, make notes of who attends the meeting and the topics discussed at the meeting. After the meeting you must read your notes and correct any errors in spelling, capitalization, or punctuation. Then you type and duplicate the minutes, giving a copy to each person who attended the meeting so that everyone who attended the meeting will have a permanent record of what was discussed.

Instructions: Below are notes from this morning's weekly meeting. Read these notes, correcting spelling, capitalization, and punctuation in pen or pencil as you read. (To show which letters should be capitalized, draw three short lines (≡) under the letters.) The corrections needed in the first sentence have been marked as an example.

MINUTES

Meeting of Division Heads October 5, 197-

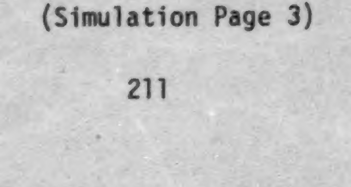
The Division Heads of ravenswood police department met in the offices of Chief dix at 10 a.m. on Monday, O~~p~~ctober 7, 197-, for their regular weekly meeting. Those present were James Kiley, Juvenile Division; cindy pepper, Personel Division; andrew webb, patrol division; and Chief Dix. The following topics were discussed:

Patrol Changes: Andrew webb reported that two types of crimes bulgaries and assalts have increased in the Red Rocks park during the past six monthes. Therefore officers Lewis Berg Lisa Lessing and Ralph Santos are being transfered from downtown patrols to the Red Rocks park patrol.

Juvenile Program Changes: James Kiley described a new program in which young law offeneders (14 to 16 years of age) will be released to members of the Big Brothers Association. The "big brothers" will be responsible for seeing that the youngsters in there care do not continue to comit crimes. The program is volantary and experimental and it will be re-evaluated within six monthes.

official comendations: chief dix anounced that officers Ralph Risk and larry Jordan have been awarded an oficial comendation for outstanding police action in aprehending the robbers of the First National Bank of ravenswood.

there being no other business,the meeting was ajourned.



Date

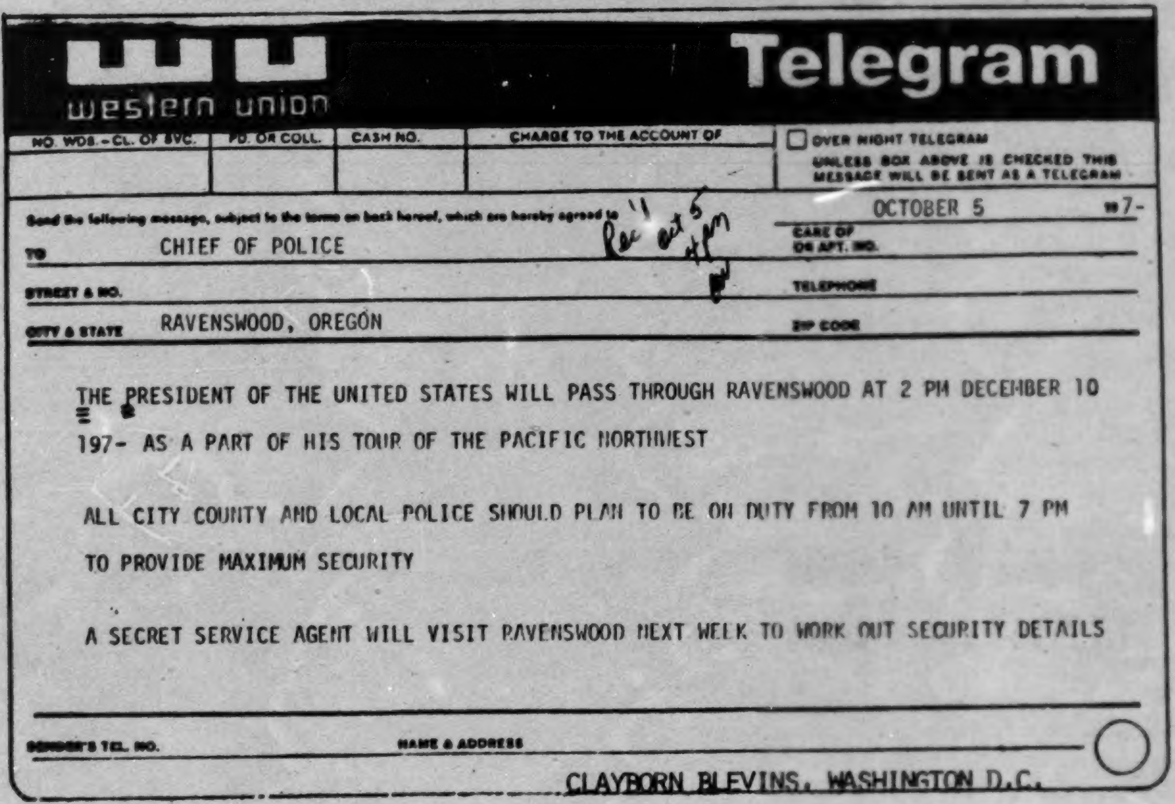
Secretary

(Simulation Page 3)

EDITING MATERIAL TO BE TYPED BY OTHERS

The telegram shown below arrived today. Chief Dix has asked you to have the telegram retyped on a stencil for reproduction and distribution. Since telegrams are written in all capital letters and do not contain punctuation, you must show the typists which words should be capitalized and what punctuation is needed.

Instructions: As you read the telegram below, use your pencil to insert needed punctuation. Also, show which words should be capitalized by drawing three short lines (≡) under each letter to be placed in capitals. The first two words in the telegram that need to begin with capitals have been marked as an example.



western union **Telegram**

NO. WDS.-CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	☐ OVER NIGHT TELEGRAM UNLESS BOX ABOVE IS CHECKED THIS MESSAGE WILL BE SENT AS A TELEGRAM

Send the following message, subject to the terms on back hereof, which are hereby agreed to

Rec'd at 5 pm

OCTOBER 5 197-

TO CHIEF OF POLICE

CARE OF OR APT. NO.

STREET & NO.

TELEPHONE

CITY & STATE RAVENSWOOD, OREGON

ZIP CODE

THE PRESIDENT OF THE UNITED STATES WILL PASS THROUGH RAVENSWOOD AT 2 PM DECEMBER 10 197- AS A PART OF HIS TOUR OF THE PACIFIC NORTHWEST

ALL CITY COUNTY AND LOCAL POLICE SHOULD PLAN TO BE ON DUTY FROM 10 AM UNTIL 7 PM TO PROVIDE MAXIMUM SECURITY

A SECRET SERVICE AGENT WILL VISIT RAVENSWOOD NEXT WEEK TO WORK OUT SECURITY DETAILS

SENDER'S TEL. NO.

NAME & ADDRESS

CLAYBORN BLEVINS, WASHINGTON D.C.

(Simulation Page 4)

HIRING OFFICE HELP

One of your responsibilities is the hiring of typists and other clerical workers for the police station office. A young man named Randy Timms applied for a typing position and was given two handwritten items to correct and type as an employment test. Below are the typed materials he turned in when he finished typing.

Instructions:

1. Read the two items below, marking and correcting all capitalization, punctuation, and spelling errors.
2. Then decide whether to hire the applicant and fill in the Employment Recommendation sheet at the bottom of the page.

Randy Timms has had no work experience. He has had 11 years of schooling, and the only office training he has had is one year of typewriting.

Item 1:

MEMORANDUM

TO: Officer Larry Jordan
FROM: Alvin Dix, Chief of Police
DATE: October 6, 197-

Enclosed is a commendation for your action last month in aprehending the robbers of the first national bank of Ravenswood Oregon. Your couragious actions taken at great personel risk displayed initiative and alertness which exedes that which we expect under such circomstances.

Ralp Risk your partner and you have demonstrated unusual bravery the city of Ravenswood thanks you both.

Item 2:

TO WHOM IT MAY CONCERN:

This is to certify that a search of the records of the ravenswood police department indicates that there is no warant or criminel indictment outstanding against Mary jane dodd nor has there been for the past tin years.

We took the libertie of checking with the county sherrif and he adviced us that he has no derogratory information purtaining to Ms. Dodd.

EMPLOYMENT RECOMMENDATION

Name of Applicant

Experience:
Education:
Office Training:

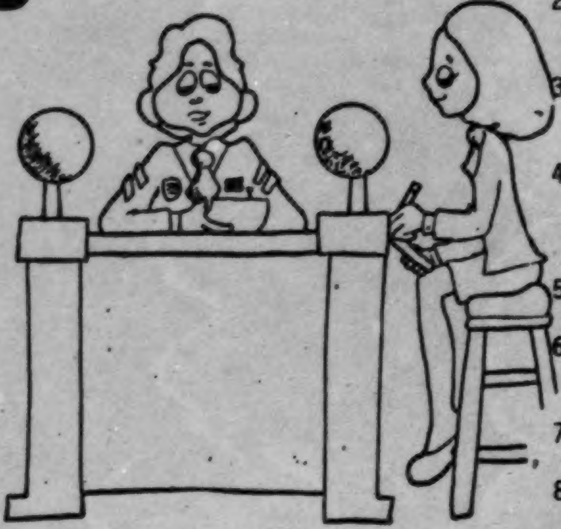
Recommendation:

☐ Hire applicant
☐ Do not hire applicant

Date Signature

WOULD I LIKE DOING THIS TYPE OF WORK?

Circle One



1. Did you enjoy taking dictation? . . . . . Yes No

2. Do you like to accept responsibility for seeing that things are done on time? . . Yes No

3. Are you able to remember a message and give it to a person accurately? . . . . . Yes No

4. Do you enjoy organizing things such parties, school or class projects, or committee work projects? . . . . Yes No

5. Do you like to be of help to other people? Yes No

6. Do you like to write letters, reports, and other materials? . . . . Yes No

7. Do you enjoy giving other people directions? . . . . Yes No

8. Do you feel comfortable talking with people . . . . Yes No

9. Do you take pride in doing your work correctly? . . . . Yes No

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If your answers to most of the above questions are "yes," chances are that you would enjoy being an executive secretary.

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11. Would you like to be an executive secretary? If so, would you be willing to work your way up to that position?

12. Once you get a job as an office worker, what could you do to work your way up to executive secretary?

13. What could you be doing right now that would prepare you for the career of executive secretary?

UNIT 13

HOW A TOUR GUIDE DEALS WITH STANDARD AND NON-STANDARD ENGLISH ON THE JOB AT A MEAT PACKING COMPANY

PURPOSE

The purpose of this unit is to provide students with an opportunity to explore the career of tour guide while reinforcing their knowledge of standard and non-standard English usage.

MAJOR ACTIVITY

The major activity of this unit is a simulation of the work performed by a tour guide at Great Lakes Meatpacking Company. The simulation exercises give students a chance to see what a tour guide does and to see how usage of standard and non-standard English is important to a tour guide's success on the job.

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Tour Guides" on page 225.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the teacher's key which begins on page 219.
2. You may want to have students orally present the two simulation activities in this unit. Suggested procedures for both activities follow:

   ACTIVITY 1, Simulation Pages 2-4:
   Have students read the dialogue and convert it to standard English on their papers. After students have completed the corrections, assign each student one of the numbered paragraphs. Give students five minutes to memorize their corrected paragraphs so they will be able to role play the tour guide in front of the class. Students take turns role playing the tour guide, beginning with paragraph number 1, until the "tour" is completed.

   ACTIVITY 2, Simulation Page 5:
   Have students correct the questions on paper. Then ask the class the original question in non-standard English and have volunteers restate your

questions diplomatically in standard English and provide a reasonable answer.

3. If the activities are not presented orally, ask students to complete pages 2 through 5 of the simulation. While they do this, you may wish to read through the teacher's key.

4. When students have finished the first 5 pages, go through the simulation with them. Check answers and discuss standard English usage and the other topics shown in the teacher's key.

5. After checking the simulation exercises, have students turn to page 6 of the simulation packet to answer the questions and discuss the topics at the top of the page.

6. If time permits, use one or more of the discussion topics or activities listed below to conclude the unit.

OPTIONAL ACTIVITIES

1 ➡ "Slang Expressions"-- Ask students to divide a sheet of notebook paper into two columns. On the left side, ask them to write at least ten slang expressions or nicknames that are popular with them or their group of friends. (For example: turn off, hassle, out of sight, soul, shoot the bull, get the ax, creep, etc.) On the right hand side of the paper, ask students to write in standard English the counterpart of their slang expression.

After the students have completed their lists, ask the students to read some of their slang expressions and their standard English counterparts. Point out that informal English expressions which are completely arbitrary and last for only a brief time, perhaps a few years, become known as slang. Discuss the idea that slang is a special language used by a group of "insiders" to keep other people "outside" their group. Ask students why they think slang is so popular, especially among teenagers. *(It is fun to use and it provides a special way to express thoughts or feelings.)* You may want to tell the class some slang expressions that were popular with you and your group of friends when you were young, and ask the class members if they know what those expressions mean.

2 ➡ How to Take A Tour Without Leaving the Classroom --This activity will give students the opportunity to become a "tour guide" for a place they are familiar with or have visited.

1. Ask each student to pick a place they are familiar with and would like to describe to the other students. For example, a location could be a summer camp, railroad yard, baseball field, candy factory, national park, the ocean, and so on.
2. Have each student give a 3 to 5 minute oral "tour" of the location, tell what activities occur there, and give any other information that would paint a visual picture for the class.
3. Ask class members which of the locations they would like to visit as a result of their "tour".
4. Discuss with students the idea that this type of work is performed by tour guides as part of their jobs. A good tour guide must be able to describe the activities being observed and provide in an interesting way a picture of the business for which he works.

3 ➡ "What Did You Say?"-- Non-standard English is spoken in many parts of the United States. Different geographical areas or groups of people are identified with non-standard English peculiar to them alone. This exercise will acquaint students with four types of non-standard English and give them practice in converting it to standard English.

1. Duplicate and distribute a copy of "What Did You Say?" to each student in the class.
2. Divide the class into four groups and assign one of the paragraphs to each group.
3. Tell the students they will have five minutes to read over the paragraph and convert the language to standard English.
4. When time is up, have different students present (orally) the paragraph as they have interpreted it in standard English.
5. Discuss with students when and where it would be appropriate to use standard and non-standard English. Point out that non-standard English is not inferior English, but that standard English is used in most books, on TV and radio, and in the business world.

FIELD TRIP

. . .to a large meat packing company to observe the complete operation of a meat packing company and learn more about the careers of the company, including the job of tour guide.

. . .to any local business or manufacturing firm that employs a tour guide to learn more about the work performed by a tour guide.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW

. . .a tour guide from a meat packing company

. . .a tour guide from any local firm

. . .an employee in any occupation that students are interested in at a meat packing or distribution firm.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ADDITIONAL CAREERS IN THE AGRICULTURAL MEAT PRODUCTION INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

Commission Man
Auctioneer
Meat Grader
Field Contact Man
Feed Mixer
Artificial Breeding Technician
Cattle Feeder
Ranch Foreman
Artificial Breeding Distributor
Artificial Inseminator
Lab Technician
Breed Association Representative
Veterinarian
Broker
Cattle Rancher
Quarantine Inspector

"WHAT DID YOU SAY?"

INSTRUCTIONS: Change all slang and non-standard English expressions below to standard English. Tell in what area of the country the dialogue in each paragraph might be used.

Paragraph 1: American Slang

My brother and me were just sittin' around on our front steps rapping when this chick came walkin' by. I could tell that my brother thought she was a dynamite dame so I cut out.

In what area might you hear slang like this? ______________________

Paragraph 2: Non-Standard English

We have a dog that's so old he can't hardly walk, but you know what he done last week? We took him up to town for a rabies shot and he bit the vet. I've knew him for a long time and he don't go around taking a dislike to people. After I scolded him, I swear he looked at me and said, "Sorry, I been mean, aint I?".

In what area might you hear non standard English like this? __________

Paragraph 3: Slang and Non-Standard English

Woman, why you so mean? I give you a jive tip and you do nothin' but call me an average cat. I spend bread on you and burn other people for you, and you still say I got no soul. This whole scene is gettin' even badder than it was, and if you don't show me some heavy feelings, I'll split.

In what area might you hear slang like this? ______________________

Paragraph 4: Non-Standard English

It might look like a junk heap to you but this here 1944 Ford has gotten my Pa around for 30 years. He got it for hisself when he got him his first job. Pa carries me to school every day in this car here. It don't never quit on us once it gets to running, but to start it Pa has to mash the starter button real good. Pa says no man couldn't want a better car, and in two more years he will leave me have it.

In what area might you hear non standard English like this? __________

UNIT 13

TEACHER'S KEY

Simulation Page 1

Go over page 1 of the simulation activity with students.

a. Ask students if they know any people who are tour guides.

b. If so, ask students whether they think the tour guides they know really do the types of things described here.

c. Ask students to describe what types of organizations tour guides work for.

In a discussion develop the idea that a tour guide must:

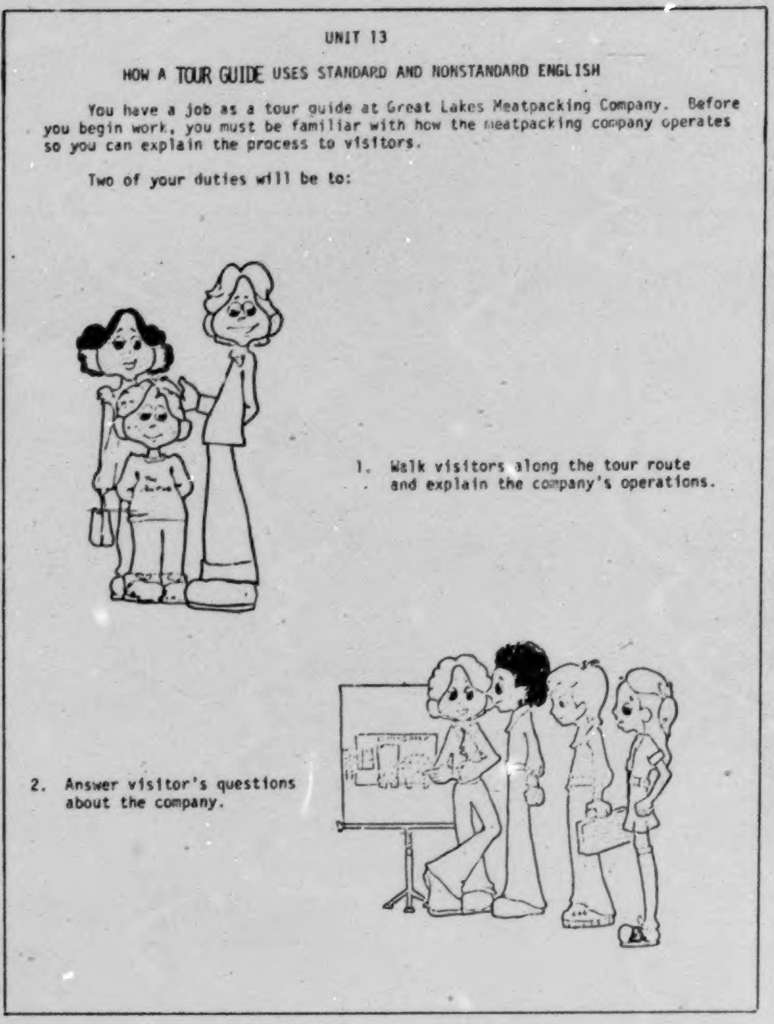
a. Have a friendly, outgoing manner.

b. Speak clearly and loud enough to be heard, often over the sound of machines

c. Use standard English on the job.

d. Be able to answer impromptu questions.

e. Have a clean, well-kept appearance.



UNIT 13

HOW A TOUR GUIDE USES STANDARD AND NONSTANDARD ENGLISH

You have a job as a tour guide at Great Lakes Meatpacking Company. Before you begin work, you must be familiar with how the meatpacking company operates so you can explain the process to visitors.

Two of your duties will be to:

1. Walk visitors along the tour route and explain the company's operations.

2. Answer visitor's questions about the company.

Simulation Page 2

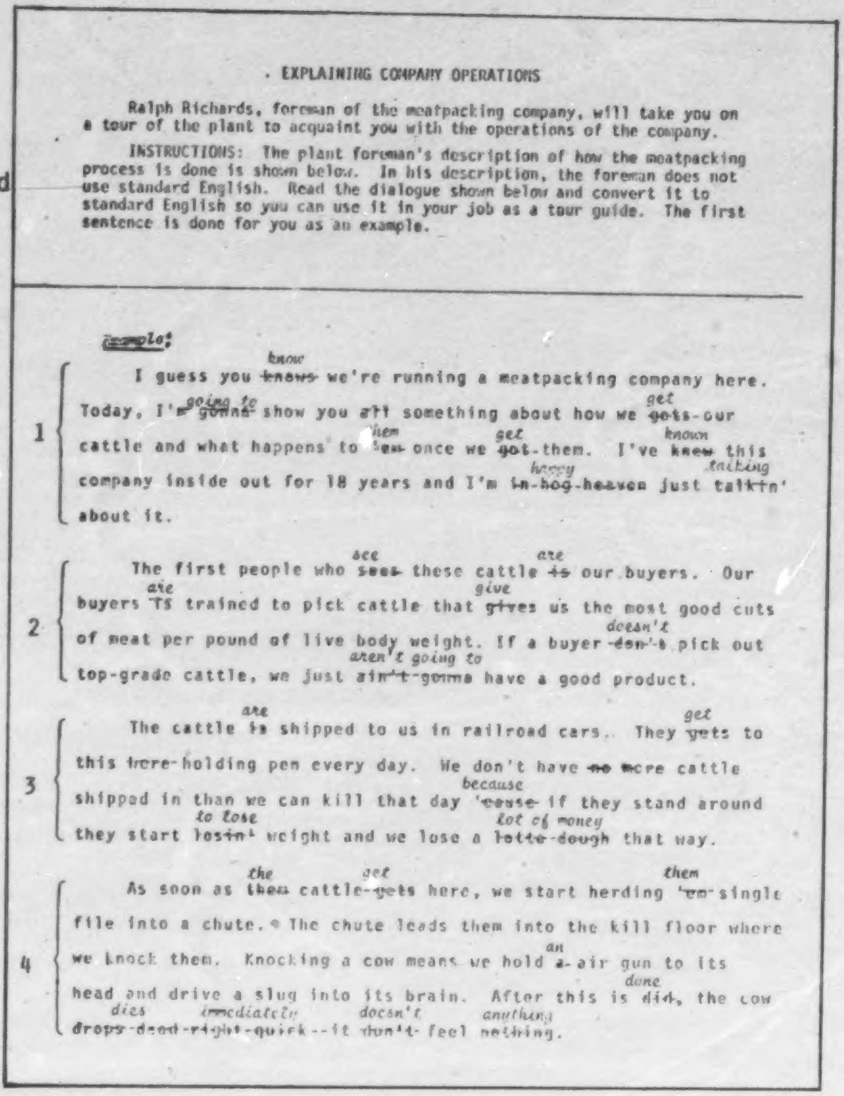
CHECK:

A standard English counterpart of each of the paragraphs is shown at the right.

As students orally present their standard English paragraphs ask students in the class to compare the oral revision of the paragraph with their standard English version. After all the paragraphs have been presented to the class, have students who revised their paragraphs differently present their version to the class.

Optional Discussion Topic:

Ask students why it would be appropriate for a foreman of a meatpacking company to use this type of informal English on the job but not proper for a tour guide.



EXPLAINING COMPANY OPERATIONS

Ralph Richards, foreman of the meatpacking company, will take you on a tour of the plant to acquaint you with the operations of the company.

INSTRUCTIONS: The plant foreman's description of how the meatpacking process is done is shown below. In his description, the foreman does not use standard English. Read the dialogue shown below and convert it to standard English so you can use it in your job as a tour guide. The first sentence is done for you as an example.

Example:

1 I guess you ~~knows~~ *know* we're running a meatpacking company here. Today, I'm ~~gonna~~ *going to* show you ~~all~~ something about how we ~~gets~~ *get* our cattle and what happens to ~~'em~~ *them* once we ~~got~~ *get* them. I've ~~knew~~ *known* this company inside out for 18 years and I'm ~~in hog heaven~~ *happy* just ~~talkin'~~ *talking* about it.

2 The first people who ~~sees~~ *see* these cattle ~~is~~ *are* our buyers. Our buyers ~~is~~ *are* trained to pick cattle that ~~gives~~ *give* us the most good cuts of meat per pound of live body weight. If a buyer ~~don't~~ *doesn't* pick out top-grade cattle, we just ~~ain't gonna~~ *aren't going to* have a good product.

3 The cattle ~~is~~ *are* shipped to us in railroad cars. They ~~gets~~ *get* to this ~~here~~ holding pen every day. We don't have ~~no~~ more cattle shipped in than we can kill that day ~~'cause~~ *because* if they stand around they start ~~losin'~~ *to lose* weight and we lose a ~~lotta dough~~ *lot of money* that way.

4 As soon as ~~them~~ *the* cattle ~~gets~~ *get* here, we start herding ~~'em~~ *them* single file into a chute. The chute leads them into the kill floor where we knock them. Knocking a cow means we hold ~~a~~ *an* air gun to its head and drive a slug into its brain. After this is ~~did~~ *done*, the cow ~~drops dead right quick~~ *dies immediately*--it ~~don't~~ *doesn't* feel ~~nothing~~ *anything*.

Simulation Page 3

See Page 220

5 When the cow is ~~lying~~ *laying* on the floor dead, we shackle its back legs to a conveyor belt. Then we ~~hoists~~ *hoist* it into the air upside down and ~~hooks~~ *hook* it on a pulley. It rides along on this ~~here~~ conveyor to the next step where we start to skin it.

6 At this next step, the ~~guy--got~~ *man has* a sharp knife. He cuts the skin on the head and pulls the skin ~~all~~ off the head of the cow. Then the man swings the cow around and cuts a pattern through the hide on the stomach of the cow.

7 When the cow gets to ~~this~~ *the* next step, the hide ~~from its body~~ is pulled off. We have ~~this~~ *a* machine ~~here~~ called a hide-puller. We ~~hooks~~ *hook* it onto the corners of the hide and it ~~just~~ pulls the hide ~~right off of~~ *from* ~~that~~ *the* warm cow ~~in nothin'--flat~~ *very quickly*. We ~~done~~ sell all our hides to another company ~~for to make~~ *that makes* shoes and purses out of them.

8 I ~~knowed~~ *know* this ~~ain't~~ *isn't* a very pretty sight now--~~a dead cow with no hide just hangin'--upside down~~ *a skinned cow on a conveyor*. Some way we ~~gots~~ *have* to ~~get~~ *remove* the intestines and organs from ~~out of~~ the cow so we slit it up the middle. All the blood runs down this ~~here~~ drain while we pull the insides out.

9 After the ~~insides~~ *organs and intestines* are loose from the carcass, we lay them ~~right~~ on that conveyor belt ~~down~~ under the cow. That way, if the insides or carcass ~~done show~~ *show* something wrong, like a tumor, we ~~get that~~ *remove the* cow ~~outa here~~ and ~~down over~~ *send it* to the dog food plant *on the* other side of town.

Simulation Page 4

See Page 220

10 When the inspectors ~~is~~ are done with their first ~~look at~~ inspection of the cow, we ~~dump~~ load the intestines and organs into this container and get rid of them. The carcass is sent down the line to ~~that big guy~~ a man with a power saw. He saws the cow in half, through bone and all.

11 We ~~gettin' on down~~ are getting to the "shrouder" now. He wraps up the beef ~~halfs~~ halves in damp canvas. This ~~here~~ canvas ~~is for to keep~~ keeps the meat moist and ~~to press~~ presses down the fat. Then we ~~puts~~ put the warm beef into the chill cooler. From the time we ~~kills~~ kill a cow ~~'til~~ until it gets ~~on down~~ to the cooler ~~only takes~~ takes only 20 minutes.

12 While we let the beef ~~be in the cooler~~ cool it gets another inspection by the government ~~folks~~ agents. We don't ~~hardly~~ have any beef that ~~don't~~ doesn't get one of the top two grades. Our beef are rounded out ~~real good~~ very well and make a good cut of meat.

13 ~~When~~ After one day ~~has passed~~ we move ~~out~~ the beef from the cooler. It is ~~sawed~~ divided into ~~littler~~ smaller cuts of meat so it can be packaged ~~up~~ and ~~sended out~~ sent to grocery stores. ~~That about~~ This sums up what happens to the half million animals we ~~put through this place~~ process every year.

Simulation Page 5

CHECK:

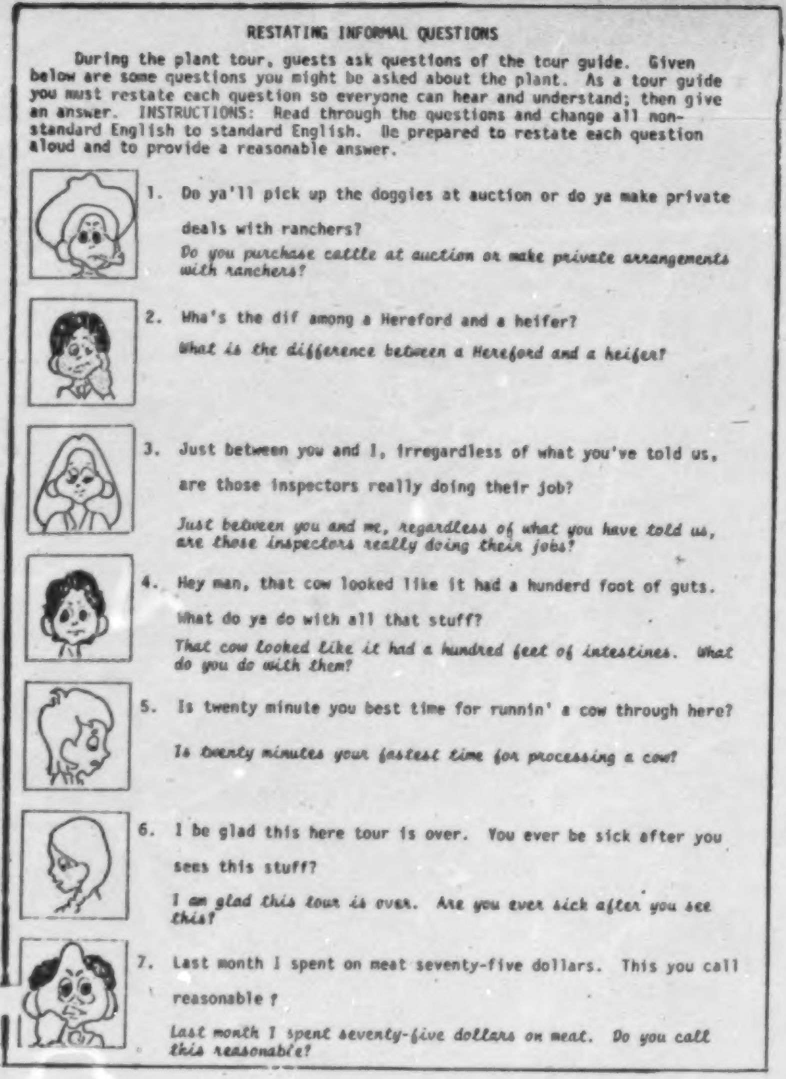
Sample questions in standard English are given at the right.

Have students compare their standard English version with those presented orally in class. (See page 215 for procedures for the oral presentation.)

Optional Discussion Topic:

.Ask students to describe what type of mental picture they associate with the people asking each of these informal questions. (For example--a tall Texan with a ten-gallon hat, and so on.)

Point out that what a person says and the type of language he uses can often reveal much about his age, background, geographic area, religion, and so forth.



RESTATING INFORMAL QUESTIONS

During the plant tour, guests ask questions of the tour guide. Given below are some questions you might be asked about the plant. As a tour guide you must restate each question so everyone can hear and understand; then give an answer. INSTRUCTIONS: Read through the questions and change all non-standard English to standard English. Be prepared to restate each question aloud and to provide a reasonable answer.

1. Do ya'll pick up the doggies at auction or do ya make private deals with ranchers?
   Do you purchase cattle at auction or make private arrangements with ranchers?
2. Wha's the dif among a Hereford and a heifer?
   What is the difference between a Hereford and a heifer?
3. Just between you and I, irregardless of what you've told us, are those inspectors really doing their job?
   Just between you and me, regardless of what you have told us, are those inspectors really doing their jobs?
4. Hey man, that cow looked like it had a hunderd foot of guts. What do ye do with all that stuff?
   That cow looked like it had a hundred feet of intestines. What do you do with them?
5. Is twenty minute you best time for runnin' a cow through here?
   Is twenty minutes your fastest time for processing a cow?
6. I be glad this here tour is over. You ever be sick after you sees this stuff?
   I am glad this tour is over. Are you ever sick after you see this?
7. Last month I spent on meat seventy-five dollars. This you call reasonable ?
   Last month I spent seventy-five dollars on meat. Do you call this reasonable?

Sample Answers: →

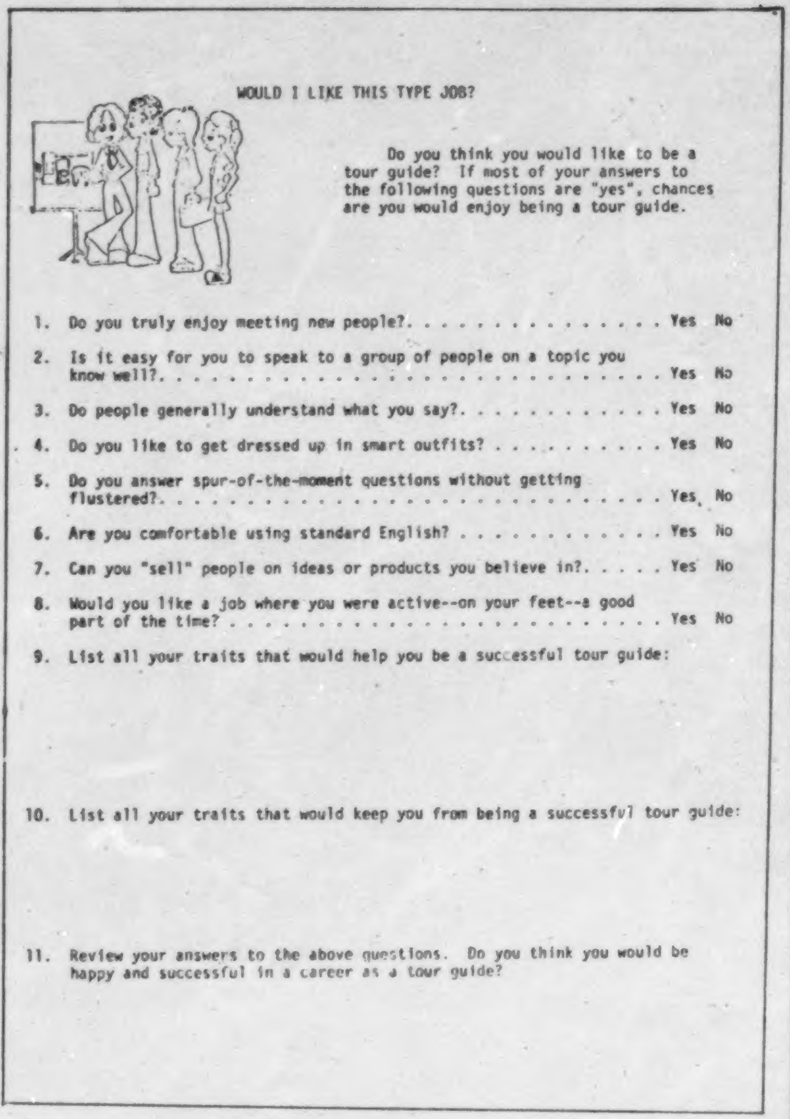
1. We buy some cattle at auction, but normally we deal with ranchers directly.
2. A Hereford is a breed name of cattle. A heifer is a young female cow, especially one who has not borne a calf.
3. The inspectors have a great deal of responsibility, and do a remarkable job considering the large numbers of cattle they must inspect.
4. The waste materials, such as intestines, are used in the making of such products as pet food and fertilizer.
5. I would say yes. We try to be fast but, more importantly, we try to be thorough.
6. No. It may seem gruesome to some of you, but it is our business and we are here to serve the needs of consumers.
7. Without knowing the size of your family or your tastes, I couldn't say whether it is a reasonable amount or not.

Simulation Page 6

The purpose of the questions on page 6 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE THIS TYPE JOB?

Do you think you would like to be a tour guide? If most of your answers to the following questions are "yes", chances are you would enjoy being a tour guide.

1. Do you truly enjoy meeting new people?. . . . . Yes No
2. Is it easy for you to speak to a group of people on a topic you know well?. . . . . Yes No
3. Do people generally understand what you say?. . . . . Yes No
4. Do you like to get dressed up in smart outfits? . . . . Yes No
5. Do you answer spur-of-the-moment questions without getting flustered?. . . . . Yes No
6. Are you comfortable using standard English? . . . . Yes No
7. Can you "sell" people on ideas or products you believe in?. . . . . Yes No
8. Would you like a job where you were active--on your feet--a good part of the time? . . . . Yes No
9. List all your traits that would help you be a successful tour guide:
10. List all your traits that would keep you from being a successful tour guide:
11. Review your answers to the above questions. Do you think you would be happy and successful in a career as a tour guide?

BACKGROUND INFORMATION ON TOUR GUIDES

Tour guides, sometimes known as guest relations representatives, escort guests along a pre-planned route within the business or industry and explain how the products are manufactured or how the company operates. Tour guides are a public relations representative for the companies in which they work. Often a tour guide is the only employee the public comes in contact with while visiting the business or industry. Therefore, a tour guide's job involves making friends--potential customers--for the company. A successful tour guide creates goodwill for the company and leaves a favorable impression on each visitor touring the plant.

SKILLS AND CAPABILITIES:

.Speaks clearly
.Voice carries well
.Pronouces words distinctly
.Uses standard English comfortably
.Resourceful--must be able to answer difficult questions with ease
.Thorough knowledge of how the company operates
.Loyal to the company
.Friendly, outgoing manner
.Attractive, neat appearance
.Enthusiasm towards job and company
.Enjoys meeting people

EDUCATION: *Often, organizations look for one or more of the following when hiring tour guides:*

.A background in speech and/or English
.A college background or degree
.Marketing and promotion courses
.Public relations courses

Job opportunities for tour guides will increase as companies continue to grow in size. Most large industrial establishments have tour guides for people who visit their plants. A tour guide may not have a normal 8-to-5 job since many plants and industries are open to visitors evenings, holidays, and weekends. For information on the salary of tour guides in your area, consult local employment agencies or the employment want ads in your daily newspaper.

STUDENT MATERIALS

Following is a six-page "Tour Guide Simulation" which is to be duplicated, collated, and stapled into packets for student use.

The simulation contains activities typically performed by a tour guide and requires students to make decisions regarding informal, non-standard English usage.

The activities are designed to be completed on paper by the students and then presented orally to the class. The teacher's key and discussion guide are found on the preceding pages.

UNIT 13

HOW A TOUR GUIDE USES STANDARD AND NONSTANDARD ENGLISH

You have a job as a tour guide at Great Lakes Meatpacking Company. Before you begin work, you must be familiar with how the meatpacking company operates so you can explain the process to visitors.

Two of your duties will be to:

1. Walk visitors along the tour route and explain the company's operations.

2. Answer visitor's questions about the company.

EXPLAINING COMPANY OPERATIONS

Ralph Richards, foreman of the meatpacking company, will take you on a tour of the plant to acquaint you with the operations of the company.

INSTRUCTIONS: The plant foreman's description of how the meatpacking process is done is shown below. In his description, the foreman does not use standard English. Read the dialogue shown below and convert it to standard English so you can use it in your job as a tour guide. The first sentence is done for you as an example.

Example:

1 I guess you ~~knows~~ know we're running a meatpacking company here. Today, I'm gonna show you all something about how we gets our cattle and what happens to 'em once we got them. I've knew this company inside out for 18 years and I'm in hog heaven just talkin' about it.

2 The first people who sees these cattle is our buyers. Our buyers is trained to pick cattle that gives us the most good cuts of meat per pound of live body weight. If a buyer don't pick out top-grade cattle, we just ain't gonna have a good product.

3 The cattle is shipped to us in railroad cars. They gets to this here holding pen every day. We don't have no more cattle shipped in than we can kill that day 'cause if they stand around they start losin' weight and we lose a lotta dough that way.

4 As soon as them cattle gets here, we start herding 'em single file into a chute. The chute leads them into the kill floor where we knock them. Knocking a cow means we hold a air gun to its head and drive a slug into its brain. After this is did, the cow drops dead right quick--it don't feel nothing.

5 When the cow is lying on the floor dead, we shackle its back legs to a conveyor belt. Then we hoists it into the air upside down and hooks it on a pulley. It rides along on this here conveyor to the next step where we start to skin it.

6 At this next step, the guy got a sharp knife. He cuts the skin on the head and pulls the skin all off the head of the cow. Then the man swings the cow around and cuts a pattern through the hide on the stomach of the cow.

7 When the cow gets to this next step, the hide from its body is pulled off. We have this machine here called a hide-puller. We hooks it onto the corners of the hide and it just pulls the hide right off of that warm cow in nothin' flat. We done sell all our hides to another company for to make shoes and purses out of them.

8 I knowed this ain't a very pretty sight now--a dead cow with no hide just hangin' upside down. Some way we gots to get the intestines and organs from out of the cow so we slit it up the middle. All the blood runs down this here drain while we pull the insides out.

9 After the insides are loose from the carcass, we lay them right on that conveyor belt down under the cow. That way, if the insides or carcass done show something wrong, like a tumor, we get that cow outa here and down over to the dog food plant other side of town.

10 When the inspectors is done with their first look at the cow, we dump the intestines and organs into this container and get rid of them. The carcass is sent down the line to that big guy with a power saw. He saws the cow in half, through bone and all.

11 We gettin' on down to the "shrouder" now. He wraps up the beef halfs in damp canvas. This here canvas is for to keep the meat moist and to press down the fat. Then we puts the warm beef into the chill cooler. From the time we kills a cow 'til it gets on down to the cooler only takes 20 minutes.

12 While we let the beef be in the cooler it gets another inspection by the government folks. We don't hardly have any beef that don't get one of the top two grades. Our beef are rounded out real good and make a good cut of meat.

13 When one day has passed we move out the beef from the cooler. It is sawed into littler cuts of meat so it can be packaged up and sended out to grocery stores. That about sums up what happens to the half million animals we put through this place every year.

RESTATING INFORMAL QUESTIONS

During the plant tour, guests ask questions of the tour guide. Given below are some questions you might be asked about the plant. As a tour guide you must restate each question so everyone can hear and understand.

INSTRUCTIONS: Read through the questions and change all non-standard English to standard English. Be prepared to state each in standard English aloud and to provide a reasonable answer.

1. Do ya'll pick up the doggies at auction or do ya make private deals with ranchers?

2. Wha's the dif among a Hereford and a heifer?

3. Just between you and I, irregardless of what you've told us, are those inspectors really doing their job?

4. Hey man, that cow looked like it had a hundred foot of guts. What do ya do with all that stuff?

5. Is twenty minute you best time for runnin' a cow through here?

6. I be glad this here tour is over. You ever be sick after you sees this stuff?

7. Last month I spent on meat seventy-five dollars. This you call reasonable?

WOULD I LIKE THIS TYPE JOB?

Do you think you would like to be a tour guide? If most of your answers to the following questions are "yes", chances are you would enjoy being a tour guide.

1. Do you truly enjoy meeting new people?. . . . . Yes No

2. Is it easy for you to speak to a group of people on a topic you know well?. . . . . Yes No

3. Do people generally understand what you say?. . . . . Yes No

4. Do you like to get dressed up in smart outfits? . . . . Yes No

5. Do you answer spur-of-the-moment questions without getting flustered?. . . . . Yes No

6. Are you comfortable using standard English? . . . . Yes No

7. Can you "sell" people on ideas or products you believe in?. . . . . Yes No

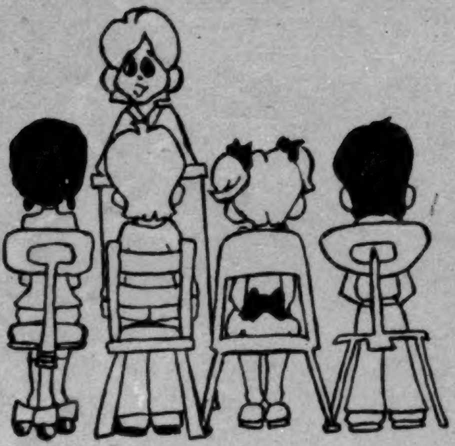
8. Would you like a job where you were active--on your feet--a good part of the time? . . . . Yes No

9. List all your traits that would help you be a successful tour guide:

10. List all your traits that would keep you from being a successful tour guide:

11. Review your answers to the above questions. Do you think you would be happy and successful in a career as a tour guide?

UNIT 14



MAKING EFFECTIVE SPEECHES AS A PUBLIC PROGRAM SUPERVISOR FOR A TELEPHONE COMPANY

PURPOSE:

The purpose of this unit is to provide students with practice in giving speeches while learning about the career of a public program supervisor.

MAJOR ACTIVITY:

Students are to prepare and give a speech as they assume the role of a public program supervisor for a telephone company.

Before Class Begins:

Duplicate a copy of the simulation (white sheets at the end of this unit) for each student in the class.

During Class:

1. Distribute the simulation packets.

2. Have students read and discuss the information on the first page of the simulation.

3. Assign each student one of the topics listed below on which to prepare a short speech:

   Topic 1: What Good Telephone Manners Are and Why They Are Important

   Topic 2: How to Place a Long Distance Call

   Topic 3: Proper Methods of Answering a Call and Taking Messages

   Topic 4: Telephone Equipment and Services of the Telephone Company

4. Have students begin gathering information and preparing their speeches.

5. After listening to a speech, have members of the class write the speaker's name on a sheet of notebook paper, one fact they learned from the speech that will be useful to them, and one comment on the speaker's method of presentation.

During Class: (continued)

6. Optional: Have students orally react to points mentioned in the speeches and to individual methods of presentation.

OPTIONAL ACTIVITIES:

1 Outlining Speeches--Prepare a short speech from a carefully developed outline, then read it to the class. Tell students that they are to jot down the main points and subpoints as they are presented. Afterwards, compare students' outlines with the one you have developed.

2 Extemporaneous Speaking--Write the titles of 30 different occupations on slips of paper and place them in a box. Have each student draw a slip of paper and give a one-minute talk on the occupation listed. Students might include in their presentations such items as the nature of the work, qualifications needed for entry into the occupation, job interest, and job usefulness.

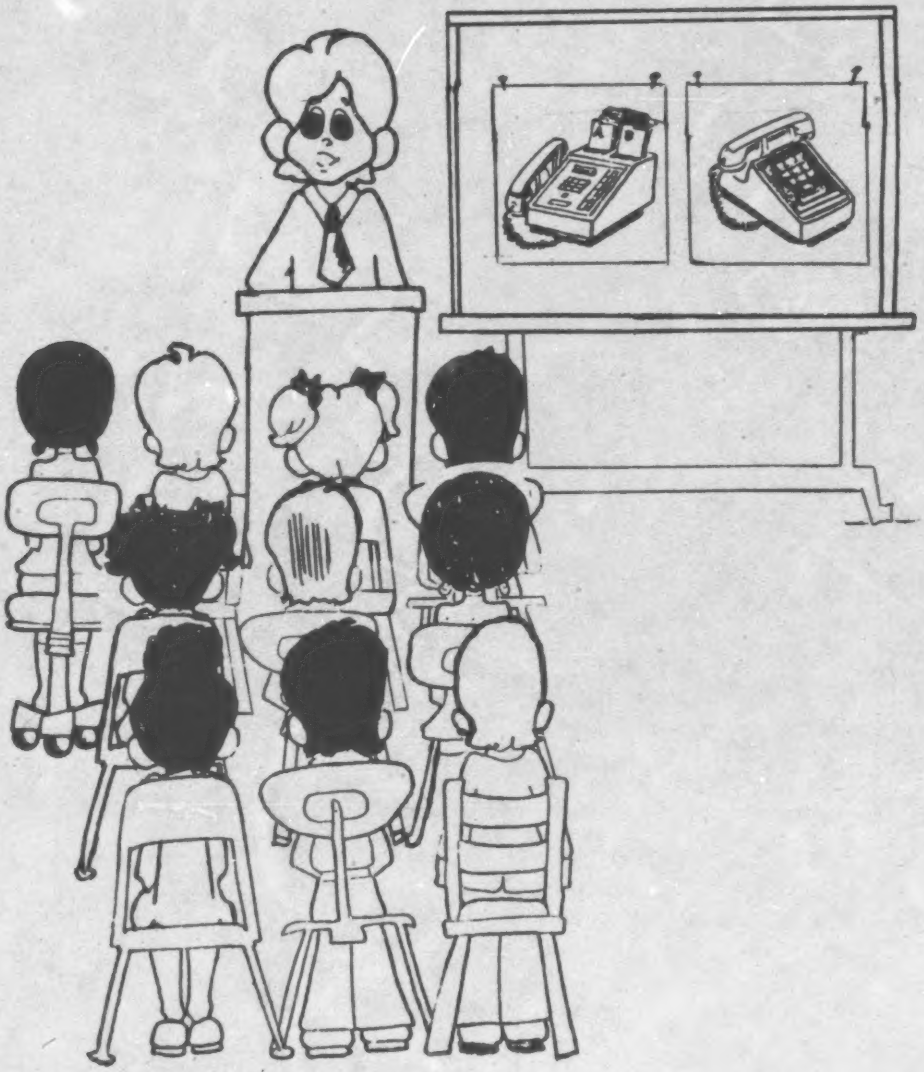
3 Guest Speaker--Ask a representative from your local telephone company to speak to the class on services and equipment provided by the telephone company, or have this person show one of the films produced by the telephone company.

UNIT 14

MAKING EFFECTIVE SPEECHES AS A PUBLIC PROGRAM SUPERVISOR FOR A TELEPHONE COMPANY

A public program supervisor at a telephone company explains correct telephone usage and describes the services and equipment provided by the telephone company to student groups, clubs, and members of the business community.

Today, you will assume the role of a public program supervisor as you prepare and give a speech on some area of telephone usage.



GIVING A SPEECH

An unorganized speech is not easy to deliver and is difficult for listeners to follow. Without a plan, your speech is likely to wander, and your audience may become bored.

Follow the three steps and use the form below as you prepare and give a speech on the topic your teacher has assigned you.

Step 1: OUTLINE YOUR SPEECH--Organize your information into main points and subpoints as shown below:

Main Point A. ____

Subpoint 1. ____________________________________

Subpoint 2. ____________________________________

Main Point B. ____

Subpoint 1. ____________________________________

Subpoint 2. ____________________________________

Main Point C. ____

Subpoint 1. ____________________________________

Subpoint 2. ____________________________________

Main Point D. ____

Subpoint 1. ____________________________________

Subpoint 2. ____________________________________

Main Point E. ____

Subpoint 1. ____________________________________

Subpoint 2. ____________________________________

Main Point F. ____

Subpoint 1. ____________________________________

Subpoint 2. ____________________________________

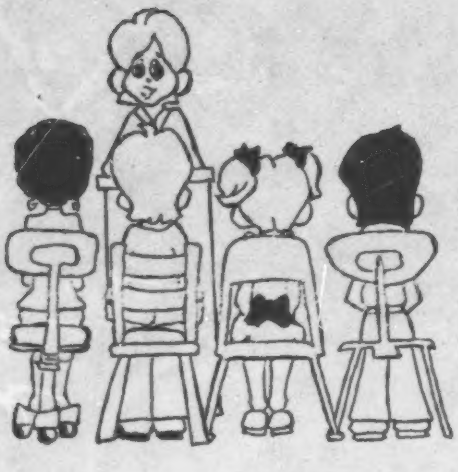
Main Point G. ____

Subpoint 1. ____________________________________

Subpoint 2. ____________________________________

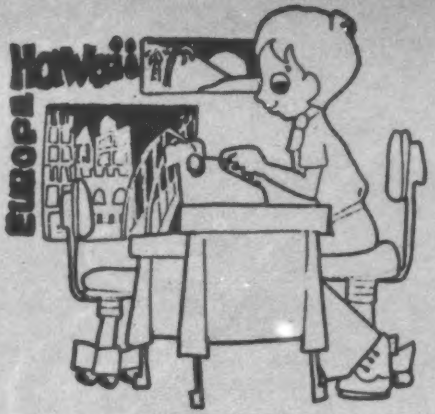
Step 2: REHEARSE YOUR SPEECH--Practice your speech before delivering it to an audience. This is the time to identify and "iron out" any problems which may occur while giving the speech.

Step 3: GIVE THE SPEECH--Present your talk in clear tones--loud enough for all to hear. Try to be motivated by a sincere desire to share your ideas with the listeners. Think about what you are saying while you are saying it.



UNIT 15

HOW A TRAVEL AGENT USES THE SKILL OF COMPREHENSION



PURPOSE

This unit deals with the career of travel agent. The unit is designed to give the students experience with the skill of comprehension while learning about the career of travel agent.

MAJOR ACTIVITY

The simulation activities included in this unit are activities travel agents encounter as a part of their jobs. The simulation activities in this unit revolve around a travel agent's ability to comprehend and take action accordingly.

Before Class Begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on Travel Agents" on page 248.
3. Review the page entitled "Robin Wells' Dialogue," page 241, since you will role play Robin Wells by reading this dialogue to the students when the simulation begins.
4. You may want to write words with difficult spellings on the chalkboard before class begins so students can refer to correct spelling of such words as Puerto Rico, San Juan, etc.

During Class:

1. Distribute the simulation packets, reading and discussing the first page with students. Suggested discussion topics are given in the Teacher's Key which begins on page 242.
2. Ask students to turn to the second page of the simulation. Explain that they are to assume roles of travel agents while you assume the role of Robin Wells, a customer of the travel agency. Explain, also, that you will tell them about a trip you (as Robin Wells) want them to plan for you, and they are to make notes on the trip planning form so that they can make your travel arrangements. Tell students they will use these notes to complete the remaining travel forms.
3. Role play Robin Wells by reading aloud (in a conversational tone) "Robin Wells' Dialogue," page 241, while students take notes on the trip planning form.
4. When you have completed the dialogue, ask students to make Robin Wells' travel arrangements by completing the simulation packet. Explain how the 24-hour time used on the timetable is converted to standard time.
5. When most students have finished the simulation activities, check and discuss their work, using the teacher's key as a guide. If time permits, use one or more of the discussion topics or optional activities listed on the following page to conclude the unit.

OPTIONAL ACTIVITIES

1 "Pass the Word" -- This game provides students with an exercise in comprehending and repeating a message. Whisper a short story or phrase to a student at one end of the classroom. Tell the student to whisper the message to the next student, and so on, until all students in the class have heard the message and passed it on. When the message has reached the final student, ask him to repeat the message he heard to the entire class. Then read aloud to the class your original message and compare the two.

Ask students what differences there were in the content of the two messages, and what reasons they think contributed to the communications gap.

2 "What Makes a Good Listener?"-- Through a class discussion, decide on some standards for good listening. For example, good listeners keep their eyes on the speaker, don't fake attention, don't "tune out" difficult listening. Post these rules in front of the class so students can review their own listening habits.

3 "What Am I?" -- This exercise gives students an opportunity to form a mental picture of an object and name it based upon an oral description.

1. Have students number a page from 1 through 8.
2. Read each of the descriptions given below and have students guess and write down the name of whatever you are describing. (A variation might be for students to interrupt your reading whenever they think they know the name of the object.)
3. When you have read a description, ask different students to give their answers. Compare their answers to the ones shown below.
4. Point out that people form different mental pictures of an object after hearing the same description. The way people relate to what they hear is how they comprehend.

DESCRIPTION 1: We can hang on the wall or sit on a desk. We come in many colors and shapes. We don't say much, only ring, hum, or beep, but without us you'd get too much sleep. (Answer: Alarm Clock)

DESCRIPTION 2: Some people look at me and think I'm beautiful while others just shake their heads in puzzlement and walk on by. I've been framed. (Answer: Picture)

DESCRIPTION 3: When I'm served I go "crunch". Often you'll have me as a part of your lunch. I am stored in a cardboard box with wax lining so my freshness will remain. (Answer: Crackers)

DESCRIPTION 4: I'm a shaft of wood with lead showing on my bottom and a soft top that gets rid of mistakes my other end makes. (Answer: Pencil)

DESCRIPTION 5: If all you want is a date, that's what I'm around for.
(Answer: Calendar)

DESCRIPTION 6: I'm all bottled up; I'm smooth and creamy. I smell good too. More women that men use me. When I'm put on no-one can see me.
(Answer: Lotion)

DESCRIPTION 7: My sole purpose for existence is to go 'round in circles with a lot of weight on me and pressure in me. I bite the dust often but that alone will seldom deflate me. My greatest fear is that I will be nailed.
(Answer: Tire)

DESCRIPTION 8: I'm short and strong, and stand over water on street corners everywhere. How I pray for some feet instead of a foundation of concrete whenever I see a dog anxiously running my way.
(Answer: Fire Hydrant)

---

4 ➡ "Get the Story Straight"--Read a paragraph out loud to the class, telling them not to take notes on what you are reading. When you have finished reading the paragraph, ask students to write the story on paper as they remember it. Have several students read their versions to the class and compare them to the original story. Point out that each of us goes through a different process of evaluation and remembering what we hear and see. Therefore, people do not comprehend in a like fashion. Anotner example you can use to illustrate this point is the idea that jury members hear identical testimony but often have difficulty in agreeing on a verdict.

FIELD TRIP

. . .to a travel agency to observe the complete operation and learn more about careers, including the job of travel agent.

. . .to a park or through the town with students from the class acting as tour guides.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW:

. . .a travel agent

. . .an owner of a travel agency

. . .an employee in any occupation that students are interested in, in the transportation industry.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ROBIN WELLS' DIALOGUE

(To be read aloud to the class as they take notes on the Trip Planning Form.)

Hi. I'm Robin Wells and you made travel arrangements for my vacation last year. Now I'm ready to go on another vacation, and this year I have decided to go to Puerto Rico and to St. Thomas in the Virgin Islands. I want you to make all my arrangements as usual, so I'll tell you just what I want and you can make notes. O.K.?

The first day of my vacation is Tuesday, July 17, and on the morning of that day I would like to fly from New York City to San Juan, Puerto Rico. I want to stay for three nights at the ElConvento hotel--that's spelled E-L C-O-V-E-N-T-O. My best friend is going to be staying at the ElConvento at the same time I'll be there; otherwise I would just stay at the Hilton.

On the second day, Wednesday the 18th, I would like you to arrange a sightseeing tour of the island for me. Be sure the tour includes the Rain Forest. My friend Larry Parker went to Puerto Rico two years ago and has been talking about the rain forest ever since, and I want to find out if it is as interesting as Larry says, which I don't expect it to be.

I will spend the third day at the beach, but I want you to arrange a night club tour in the evening for me. I have friends who took a night club tour in San Juan last year, and they said it was really great.

On the afternoon of the fourth day, July 20th, I want to fly to St. Thomas in the Virgin Islands for three days and nights. So make a flight reservation for me from San Juan to St. Thomas for July 20th.

While at St. Thomas, I want to stay at the Bluebeard's Castle Hotel. I understand there is only one real town on St. Thomas; is that right? On July 21, I want to visit the Virgin Island National Park on St. Johns Island.

On July 22, I would like you to arrange a shopping tour of St. Thomas and later I will maybe go to the beach. Then on the seventh day, July 23, I want to fly back to New York City on an afternoon flight.

Another thing I forgot to mention, I don't want to pay a fortune for the hotels in Puerto Rico and St. Thomas. Someone told me I could get a single room at those hotels for $23 a day in July, and that is the rate I would like.

Call me when you have made all the arrangements and I will come in to pick up my tickets. My telephone number is 678-2455.

UNIT 15

TEACHER'S KEY

Simulation Page 1

Go over page 1 of the simulation activity with students.

a. Ask students whether they are acquainted with any people who are travel agents.

b. If so, ask whether they think that the travel agents they know really do the types of things described here.

c. Ask students to describe other types of work performed by the travel agents they know, and in what type organization he or she works.

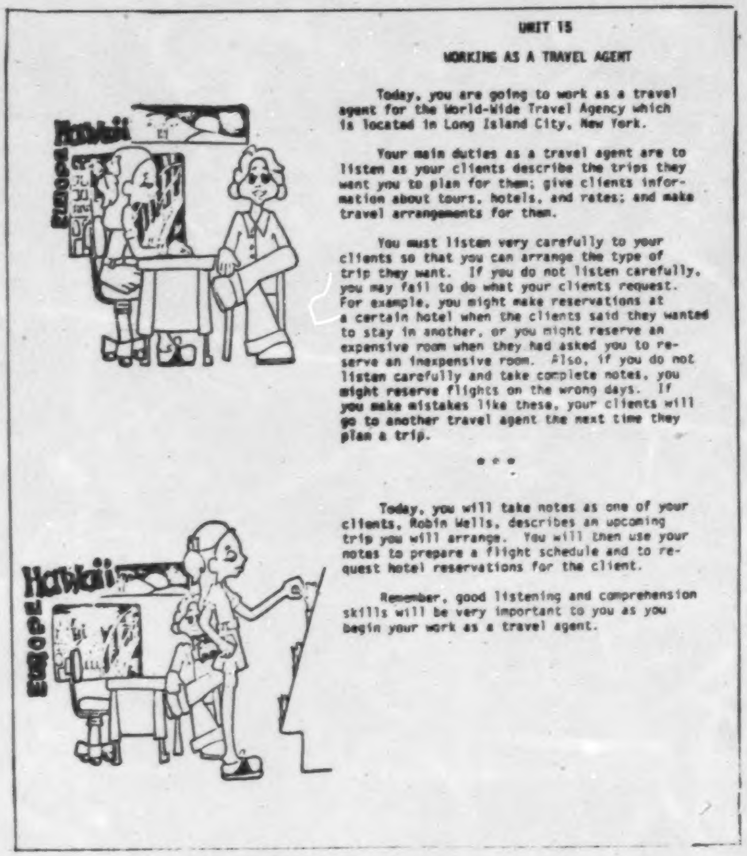
In a discussion develop the idea that travel agents must:

a. Be able to comprehend and follow oral instructions.

b. Have a pleasant manner on the telephone and in person.

c. Be able to work in a hectic atmosphere and under the pressure of deadlines.

d. Be skillful at remembering facts and details.


Hawaii
EUROPE
Hawaii
EUROPE

UNIT 15

WORKING AS A TRAVEL AGENT

Today, you are going to work as a travel agent for the World-Wide Travel Agency which is located in Long Island City, New York.

Your main duties as a travel agent are to listen as your clients describe the trips they want you to plan for them; give clients information about tours, hotels, and rates; and make travel arrangements for them.

You must listen very carefully to your clients so that you can arrange the type of trip they want. If you do not listen carefully, you may fail to do what your clients request. For example, you might make reservations at a certain hotel when the clients said they wanted to stay in another, or you might reserve an expensive room when they had asked you to reserve an inexpensive room. Also, if you do not listen carefully and take complete notes, you might reserve flights on the wrong days. If you make mistakes like these, your clients will go to another travel agent the next time they plan a trip.

* * *

Today, you will take notes as one of your clients, Robin Wells, describes an upcoming trip you will arrange. You will then use your notes to prepare a flight schedule and to request hotel reservations for the client.

Remember, good listening and comprehension skills will be very important to you as you begin your work as a travel agent.

Simulation Page 2

The information given orally to the students is recorded correctly on the completed form shown below.

Ask students if they experienced difficulty in recording all the details and facts that Robin Wells wanted as part of the vacation. Point out that in order to be a travel agent, a person must be able to hear and record a myriad of details accurately.

LISTENING TO CUSTOMERS AND TAKING NOTES

A customer, Robin Wells, comes to the World-Wide Travel Agency office and describes an upcoming trip to Puerto Rico and the Virgin Islands. Take notes on the Trip Planning Form below as Robin describes the travel arrangements you are to make. Place a dash (—) in the "From" and "To" columns of the form for the days on which Robin is not traveling by air. (NOTE: Your teacher will role play Robin Wells.)

TRIP PLANNING FORM

Client's name: *Robin Wells* Telephone: *678-2455* Departure Date: *July 17*

	AIR TRANSPORTATION			
Date	From:	To:	Hotel	Special Tours
July 17	New York City	San Juan	*El Convento Hotel*	---
July 18	—	—	"	*Island Tour, including Rain Forest*
July 19	---	---	"	*Night Club Tour*
July 20	*San Juan*	*St. Thomas*	*Bluebeard's Castle Hotel*	---
July 21	---	---	"	*Virgin Islands National Park Tour on St. Johns Island*
July 22	---	---	"	*Shopping Tour of St. Thomas*
July 23	*St. Thomas*	*New York City*	---	---

Special Notes:
1. *Depart MORNING of July 17 for San Juan.*
2. *Depart San Juan for St. Thomas AFTERNOON of July 20.*
3. *Depart St. Thomas for New York City AFTERNOON of July 23.*
4. *Customer wants single room at a rate of $23*
5. *Customer will pick up tickets after we call him.*

Simulation Pages 3 and 4

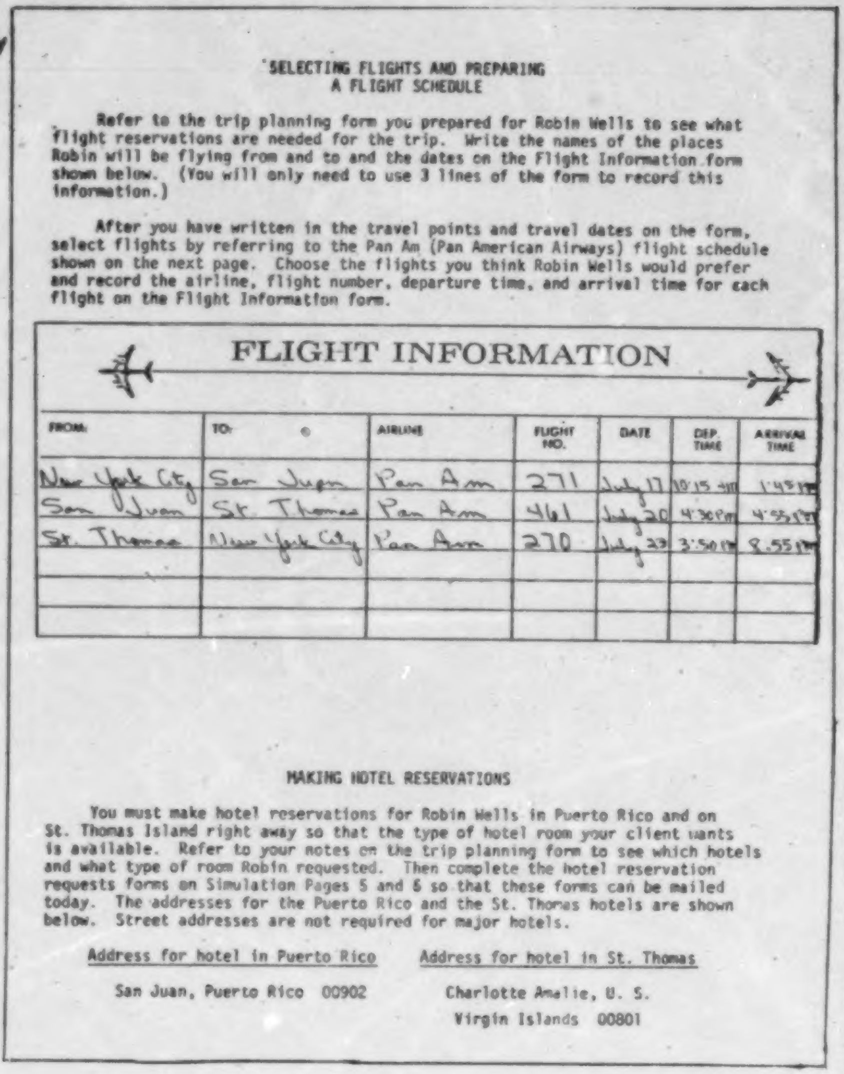
A completed Flight Information form is shown at the right. Notice that flights have been selected according to the preference of the customer and times have been converted from 24-hour to standard times.

Ask students which flights they selected for Robin Wells, and what standard time they list for those flights.

(Note: Instructions for converting to standard time are given near the top of Simulation Page 4. You may want to convert several 24-hour times to standard times before students begin the simulation so they understand the process.)

Optional Discussion Topics

- Ask students why they think an airline would list their flight schedule using the 24-hour clock.
- Ask students if they know of any other agencies who operate on the 24-hour clock.



SELECTING FLIGHTS AND PREPARING A FLIGHT SCHEDULE

Refer to the trip planning form you prepared for Robin Wells to see what flight reservations are needed for the trip. Write the names of the places Robin will be flying from and to and the dates on the Flight Information form shown below. (You will only need to use 3 lines of the form to record this information.)

After you have written in the travel points and travel dates on the form, select flights by referring to the Pan Am (Pan American Airways) flight schedule shown on the next page. Choose the flights you think Robin Wells would prefer and record the airline, flight number, departure time, and arrival time for each flight on the Flight Information form.

FLIGHT INFORMATION

FROM:	TO:	AIRLINE	FLIGHT NO.	DATE	DEP. TIME	ARRIVAL TIME
New York City	San Juan	Pan Am	271	July 17	10:15 AM	1:45 PM
San Juan	St. Thomas	Pan Am	461	July 20	4:30 PM	4:55 PM
St. Thomas	New York City	Pan Am	270	July 23	3:50 PM	8:55 PM

MAKING HOTEL RESERVATIONS

You must make hotel reservations for Robin Wells in Puerto Rico and on St. Thomas Island right away so that the type of hotel room your client wants is available. Refer to your notes on the trip planning form to see which hotels and what type of room Robin requested. Then complete the hotel reservation requests forms on Simulation Pages 5 and 6 so that these forms can be mailed today. The addresses for the Puerto Rico and the St. Thomas hotels are shown below. Street addresses are not required for major hotels.

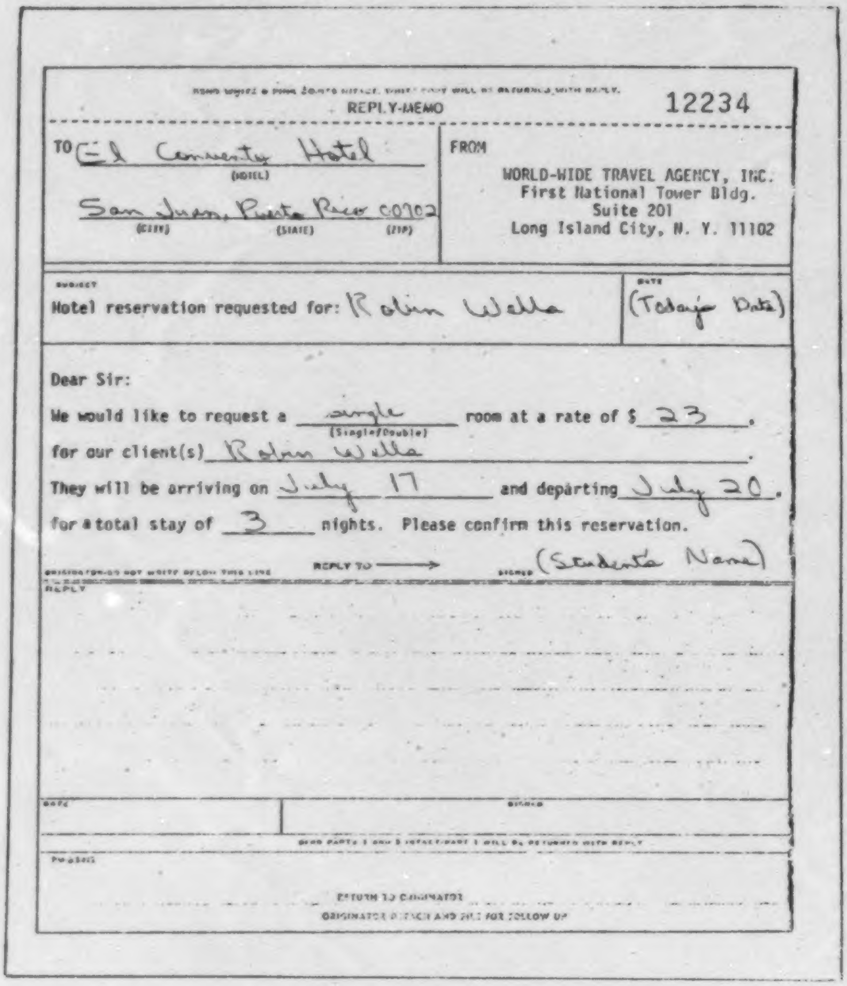
Address for hotel in Puerto Rico	Address for hotel in St. Thomas
San Juan, Puerto Rico 00902	Charlotte Amalie, U. S. Virgin Islands 00801

Simulation Page 5

A correctly completed hotel reservation form is shown at the right.

Optional Discussion Topic

- Ask students if they know what it means to confirm a reservation. Ask them why they think the travel agent asked to have the rooms confirmed.



REPLY-MEMO 12234

TO El Convento Hotel
(HOTEL)
San Juan, Puerto Rico 00902
(CITY) (STATE) (ZIP)

FROM
WORLD-WIDE TRAVEL AGENCY, INC.
First National Tower Bldg.
Suite 201
Long Island City, N. Y. 11102

SUBJECT
Hotel reservation requested for: Robin Wells

DATE
(Today's Date)

Dear Sir:

We would like to request a single (Single/Double) room at a rate of $ 23.
for our client(s) Robin Wells.
They will be arriving on July 17 and departing July 20.
for a total stay of 3 nights. Please confirm this reservation.

REPLY TO ⟶ SIGNED (Student's Name)

REPLY

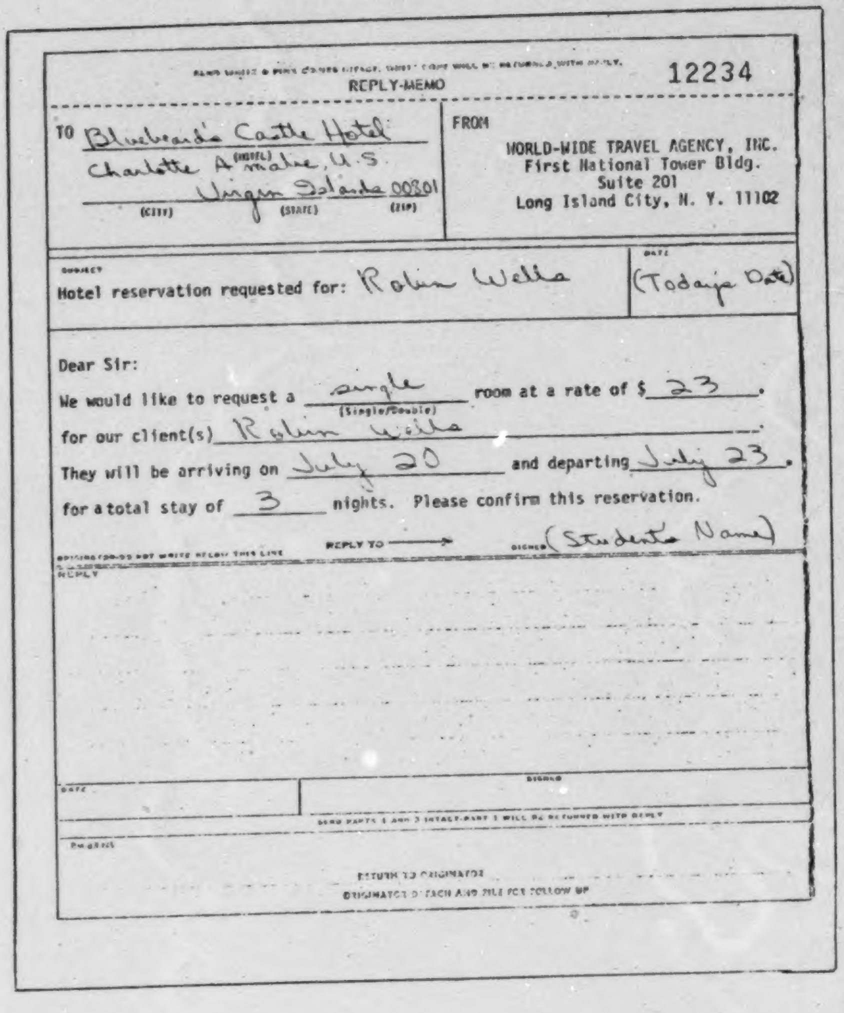
DATE

SIGNED

RETURN TO ORIGINATOR
ORIGINATOR DETACH AND FILE FOR FOLLOW UP

Simulation Page 6

A correctly completed hotel reservation form is shown at the right.



SEND WHITE & PINK COPIES INTACT. WHITE COPY WILL BE RETURNED WITH REPLY.

REPLY-MEMO

12234

TO Bluebeard's Castle Hotel
(HOTEL)
Charlotte Amalie, U.S.
Virgin Islands 00801
(CITY) (STATE) (ZIP)

FROM

WORLD-WIDE TRAVEL AGENCY, INC.
First National Tower Bldg.
Suite 201
Long Island City, N. Y. 11102

SUBJECT
Hotel reservation requested for: Robin Wells

DATE
(Today's Date)

Dear Sir:

We would like to request a single (Single/Double) room at a rate of $ 23.

for our client(s) Robin Wells.

They will be arriving on July 20 and departing July 23.

for a total stay of 3 nights. Please confirm this reservation.

REPLY TO ⟶ SIGNED (Students Name)

ORIGINATOR-DO NOT WRITE BELOW THIS LINE

REPLY

DATE

SIGNED

SEND PARTS 1 AND 3 INTACT-PART 1 WILL BE RETURNED WITH REPLY

REMARKS

RETURN TO ORIGINATOR

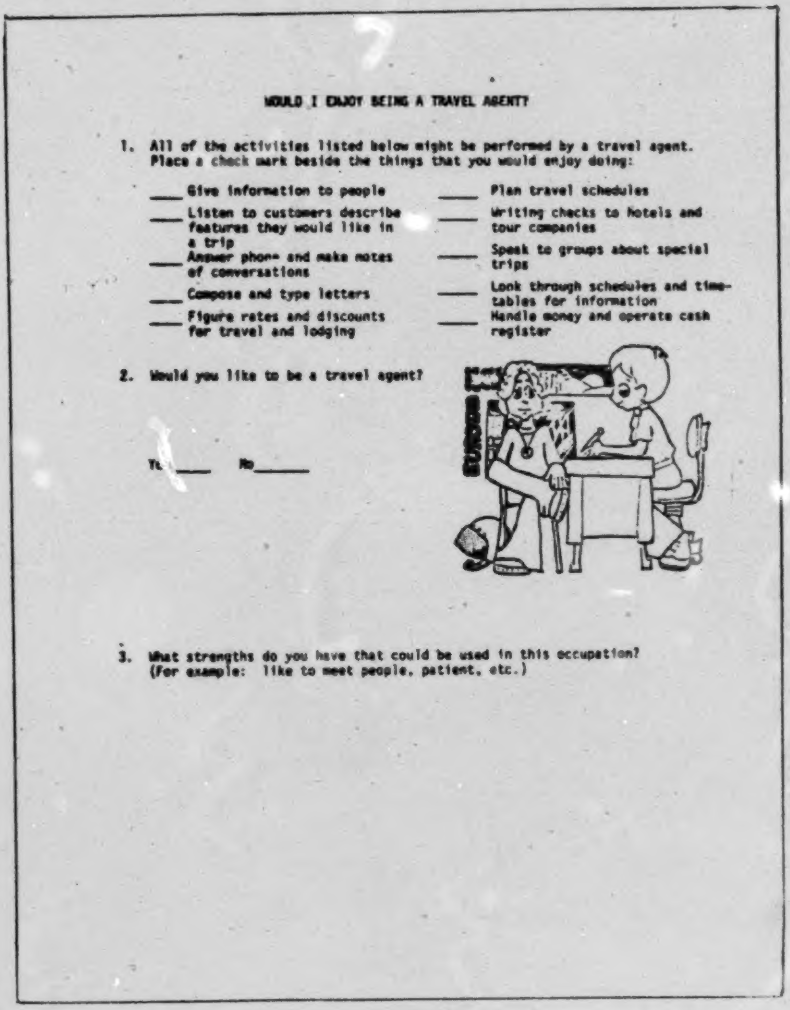
ORIGINATOR DETACH AND FILE FOR FOLLOW UP

Simulation Page 7

The purpose of the questions on page 7 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this unit.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I ENJOY BEING A TRAVEL AGENT?

1. All of the activities listed below might be performed by a travel agent. Place a check mark beside the things that you would enjoy doing:

____ Give information to people
____ Listen to customers describe features they would like in a trip
____ Answer phone and make notes of conversations
____ Compose and type letters
____ Figure rates and discounts for travel and lodging
____ Plan travel schedules
____ Writing checks to hotels and tour companies
____ Speak to groups about special trips
____ Look through schedules and timetables for information
____ Handle money and operate cash register

2. Would you like to be a travel agent?

Yes____ No______

3. What strengths do you have that could be used in this occupation? (For example: like to meet people, patient, etc.)

BACKGROUND INFORMATION ON TRAVEL AGENTS

Travel agents provide airline tickets and arrange for lodging and special excursions for customers who come to the agent for travel arrangments. Thus, travel agents work as a liaison between the customer and airlines, hotels, tour companies, and so forth. Because the travel agent performs this liaison function, most of the agent's time is spent communicating with people. For example, after hearing a customer describe the type of trip he or she wants, the travel agent may call an airline to reserve a flight, contact a hotel in Europe to make room reservations, and then call the customer back to confirm the arrangements.

These are some of the services which travel agents provide:

.Obtains travel and hotel accommodations for customers
.Issues and validates tickets of airlines, buses, and trains
.Prepares itineraries (proposed route and plans for a trip)
.Compiles reports
.Figures rates and obtains confirmation of travel and lodging
.Keeps directory of hotels, motels, and timetables
.Offers descriptive literature (brochures, maps, etc.) of areas to visit, entertainment, and what to see
.Answers inquiries about routes, fares and accommodations
.Prepares tours for groups
.Arranges for motor transportation for arriving and departing travelers
.Arranges for visas and other documents needed for foreign travel
.Gives travel presentations to groups interested in tours, or as a promotional aid.

A successful travel agent needs the following skills, capabilities, and education:

SKILLS AND
CAPABILITIES:

.Good communication skills, both verbal and writing
.A pleasant manner on the telephone and in person
.Neat, attractive appearance
.Ability to listen and understand customer needs
.Patience and diplomacy
.Good basic math skills
.Ability to work under pressure and hectic atmosphere(due to seasonal nature of business and transportation problems)
.Skill at remembering facts and details

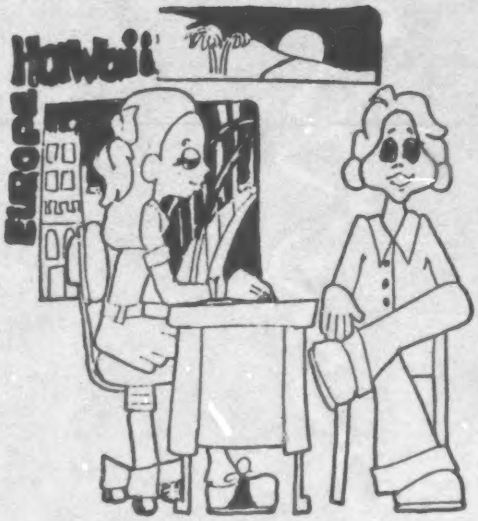
EDUCATION:

.High school graduate; college training desirable (Helpful courses: geography, business training, and public relations)
.On-the-job training is main route to becoming a travel agent

Travel agents are usually paid on a salary basis; however, they sometimes receive a commission, in addition to their salary, on all bookings they make. For information about the salary of travel agents in your locale, check the employment want ads in a daily newspaper or contact your state employment agency.

UNIT 15

WORKING AS A TRAVEL AGENT

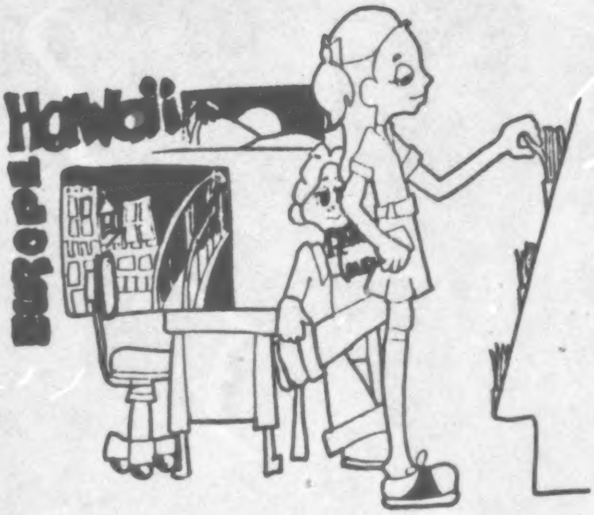


Today, you are going to work as a travel agent for the World-Wide Travel Agency which is located in Long Island City, New York.

Your main duties as a travel agent are to listen as your clients describe the trips they want you to plan for them; give clients information about tours, hotels, and rates; and make travel arrangements for them.

You must listen very carefully to your clients so that you can arrange the type of trip they want. If you do not listen carefully, you may fail to do what your clients request. For example, you might make reservations at a certain hotel when the clients said they wanted to stay in another, or you might reserve an expensive room when they had asked you to reserve an inexpensive room. Also, if you do not listen carefully and take complete notes, you might reserve flights on the wrong days. If you make mistakes like these, your clients will go to another travel agent the next time they plan a trip.

* * *



Today, you will take notes as one of your clients, Robin Wells, describes an upcoming trip you will arrange. You will then use your notes to prepare a flight schedule and to request hotel reservations for the client.

Remember, good listening and comprehension skills will be very important to you as you begin your work as a travel agent.

LISTENING TO CUSTOMERS AND TAKING NOTES

A customer, Robin Wells, comes to the World-Wide Travel Agency office and describes an upcoming trip to Puerto Rico and the Virgin Islands. Take notes on the Trip Planning Form below as Robin describes the travel arrangements you are to make. Place a dash (—) in the "From" and "To" columns of the form for the days on which Robin is not traveling by air. (NOTE: Your teacher will role play Robin Wells.)

TRIP PLANNING FORM

Client's name: ____________ Telephone: ____________ Departure Date: ____________

	AIR TRANSPORTATION			
Date	**From:**	**To:**	**Hotel**	**Special Tours**
July 17	New York City	San Juan		
July 18	—	—		
July 19				
July 20				
July 21				
July 22				
July 23				

Special Notes:

SELECTING FLIGHTS AND PREPARING A FLIGHT SCHEDULE

Refer to the trip planning form you prepared for Robin Wells to see what flight reservations are needed for the trip. Write the names of the places Robin will be flying from and to and the dates on the Flight Information form shown below. (You will only need to use 3 lines of the form to record this information.)

After you have written in the travel points and travel dates on the form, select flights by referring to the Pan Am (Pan American Airways) flight schedule shown on the next page. Choose the flights you think Robin Wells would prefer and record the airline, flight number, departure time, and arrival time for each flight on the Flight Information form.

FLIGHT INFORMATION

FROM:	TO:	AIRLINE	FLIGHT NO.	DATE	DEP. TIME	ARRIVAL TIME

MAKING HOTEL RESERVATIONS

You must make hotel reservations for Robin Wells in Puerto Rico and on St. Thomas Island right away so that the type of hotel room your client wants is available. Refer to your notes on the trip planning form to see which hotels and what type of room Robin requested. Then complete the hotel reservation requests forms on Simulation Pages 5 and 6 so that these forms can be mailed today. The addresses for the Puerto Rico and the St. Thomas hotels are shown below. Street addresses are not required for major hotels.

Address for hotel in Puerto Rico	Address for hotel in St. Thomas
San Juan, Puerto Rico 00902	Charlotte Amalie, U. S. Virgin Islands 00801

PAN AM TIMETABLE

To find desired service—the schedules are shown in Quick Reference form alphabetically. Go to the City that your trip originates from—then all destinations are listed alphabetically.

The Quick Reference listing gives the frequency of service, time of departure and arrival, the flight number, connection city (if any), type of aircraft and class of service.

Classes of Service: F—First Class; Y—Economy Class; K—Thrift Class; N—Night.

The 24-Hour Clock Is Used In This Time Table →

Times shown between 0:01 (1 minute after midnight) and 12:00 (noon) are A.M. times. Times shown from 12:01 to 24:00 are P.M. times. To convert P.M. times to 12-hour clock, subtract 12 hours.

FROM
NEW YORK TO:

	Frequency	Leave	Arrive	Flight No.	Stops	Connecting City	Aircraft	Class
ROME	Th	1750	1305+1	146	4		707	FY
	Daily	2000	0810+1	110	0		707	FY
	Daily	2045	1225+1	114	1		747	FY
ST. CROIX	WeTh	0830	1250	201	1		727	FY
	Daily	1150	1610	265	1		727	FY
ST. THOMAS	WeTh	0830	1155	201	0		727	FY
	Daily	1150	1515	265	0		727	FY
SAN JOSE	SuWe	1125	1825	541	2		707	FY
	MoThFrSa	1300	1825	541	1		707	FY
SAN JUAN	Daily	0700	1220	213	1		747	FK
	Daily	1015	1345	271	0		747	FK
	SuSa	1230	1600	293	0		747	FK
	MoTuFr	1230	1600	293	0		707	FK
	Daily	2330	0300+1	299	0		707	FMKN
SAN SALVADOR ●	SuWe	1125	1745	541/503	2	GUATEMALA CITY	707	FY
	MoThFrSa	1300	1745	541/503	1	GUATEMALA CITY	707	FY
SANTO DOMINGO ●	SuFrSa	0800	1130	239	0		747	FY
	MoTuWeTh	0800	1130	233	0		707	FY

FROM
SAN JUAN TO:

	Frequency	Leave	Arrive	Flight No.	Stops	Connecting City	Aircraft	Class
PANAMA CITY	Tu	0800	2010	456/585	1	MIAMI	727/707	FY
	Tu	1200	2305	452/503	5	MIAMI	707	FY
	SuMoFrSa	1515	2010	462/585	1	MIAMI	727/707	FY
PHILADELPHIA	WeTh	1730	2110	214	0		747	FK
POINTE A PITRE	We	1356	1456	241	0		707	FK
PORT AU PRINCE	Daily	0730	0835	436	1		707	FY
PORT OF SPAIN	SuTh	1445	1615	271	0		727	FY
	SuTh	1455	1750	489	1		727	FY
RIO DE JANEIRO	Su	1355	0105+1	241/443	1	CARACAS	707	FY
	Fr	1355	0910+1	241/515	2	CARACAS	707	FY
ROME	SuWe	1840	1150+1	254	2		707	FY
ST. CROIX	Daily	1630	1750	481	1		727	FY
ST. THOMAS	Daily	1630	1655	461	0		727	FY
SANTO DOMINGO ◐	Daily	0730	0720	436	0		707	FY
SAO PAULO	Su	1355	0305+1	241/443	2	CARACAS	707	FY
	Fr	1355	0720+1	241/515	1	CARACAS	707	FY
VIENNA ◐	TuSa	1345	1115+1	292/92	3	NEW YORK	747/707	FY
WASHINGTON	Su	1800	0030+1	256/444	1	MIAMI	727/707	FY

FROM
ST. THOMAS (GMT –4)
(Harry Truman Field) TO:

	Frequency	Leave	Arrive	Flight No.	Stops	Connecting City	Aircraft	Class
MIAMI	Daily	1230	1740	462	2		727	FY
NEW YORK	Daily	1550	2055	270	1		727	FY
	Daily	1730	2235	262	1		727	FY
ST. CROIX	Daily	1230	1250	462	0		727	FY
	Daily	1550	1610	270	0		727	FY
	Daily	1730	1750	262	0		727	FY

SEND WHITE & PINK COPIES INTACT. WHITE COPY WILL BE RETURNED WITH REPLY.

REPLY-MEMO

12234

TO

____
(HOTEL)

____
(CITY) (STATE) (ZIP)

FROM

WORLD-WIDE TRAVEL AGENCY, INC.
First National Tower Bldg.
Suite 201
Long Island City, N. Y. 11102

SUBJECT

Hotel reservation requested for:

DATE

Dear Sir:

We would like to request a ______________ (Single/Double) room at a rate of $__________, for our client(s) ____.

They will be arriving on ________________ and departing ______________, for a total stay of ________ nights. Please confirm this reservation.

ORIGINATOR-DO NOT WRITE BELOW THIS LINE

REPLY TO ⟶

SIGNED

REPLY

DATE

SIGNED

SEND PARTS 1 AND 3 INTACT-PART 1 WILL BE RETURNED WITH REPLY

RM-88-NS

RETURN TO ORIGINATOR

ORIGINATOR DETACH AND FILE FOR FOLLOW UP

SEND WHITE & PINK COPIES INTACT. WHITE COPY WILL BE RETURNED WITH REPLY.

REPLY-MEMO 12234

TO

____
(HOTEL)

____
(CITY) (STATE) (ZIP)

FROM

WORLD-WIDE TRAVEL AGENCY, INC.
First National Tower Bldg.
Suite 201
Long Island City, N. Y. 11102

SUBJECT

Hotel reservation requested for:

DATE

Dear Sir:

We would like to request a ______________ (Single/Double) room at a rate of $__________,

for our client(s)______________________________________.

They will be arriving on ___________________ and departing _______________,

for a total stay of _________ nights. Please confirm this reservation.

ORIGINATOR-DO NOT WRITE BELOW THIS LINE REPLY TO → SIGNED

REPLY

____

____

____

____

____

DATE SIGNED

SEND PARTS 1 AND 3 INTACT-PART 1 WILL BE RETURNED WITH REPLY

RM-83-NS

RETURN TO ORIGINATOR

ORIGINATOR DETACH AND FILE FOR FOLLOW UP

WOULD I ENJOY BEING A TRAVEL AGENT?

1. All of the activities listed below might be performed by a travel agent. Place a check mark beside the things that you would enjoy doing:

____ Give information to people

____ Listen to customers describe features they would like in a trip

____ Answer phone and make notes of conversations

____ Compose and type letters

____ Figure rates and discounts for travel and lodging

____ Plan travel schedules

____ Writing checks to hotels and tour companies

____ Speak to groups about special trips

____ Look through schedules and timetables for information

____ Handle money and operate cash register

2. Would you like to be a travel agent?

Yes_____ No_______

3. What strengths do you have that could be used in this occupation? (For example: like to meet people, patient, etc.)

UNIT 16

How AN ADVERTISING LAYOUT PERSON FOLLOWS DIRECTIONS ON THE JOB AT A NEWSPAPER PUBLISHING COMPANY

PURPOSE

The purpose of this unit is to give students experience in listening to and following directions while acquainting them with the career of an advertising layout person.

MAJOR ACTIVITY

The major activity of this unit is a simulation of work performed by an advertising layout person. In the simulation, students must listen to and follow directions in laying out and composing advertisements. The suggested procedures for administering the simulation are as follows:

Before class begins:

1. Duplicate enough copies of the simulation packet (white sheets at the end of this unit) to provide each student with a copy.
2. Read "Background Information on An Advertising Layout Person" on page 267.
3. Secure scissors and paste or scotch tape for student use. Two or three students can share scissors and paste during the simulation exercise.

During class:

1. Distribute the simulation packets, reading and discussing the first page with students.
2. Ask students to look at Simulation Pages 2 and 3. Explain that page 2 contains all the artwork and lettering needed to prepare an advertisement for a sale at "The Sutler," a clothing store for men. Tell them they are to cut out these parts and follow your instructions in arranging and pasting them onto page 3. The specific directions you are to give to students are shown on the next page.

The #3 item should be placed directly beneath the words "to School and Gifts ".

Next, draw a solid black line across the advertisement beneath the words "Master Charge Bank Americard."

Center item #6 in the blank space you have left at the bottom of the advertisement.

After you have the ad arranged according to these instructions, please show it to me for proofing.

End of Section 2

3. Have students turn to Simulation Page 4. This page contains only the art work for a newspaper advertisement. Tell students they are to write and design an advertisement for a restaurant. They are to create an ad using any or all of the following information which you should give to them orally.

   The restaurant will cater to high school and college students.

   The restaurant will be open from 11 a.m. until 11 p.m. daily.

   The restaurant will serve both Mexican and American food at a modest price.

   When you have given students the above information orally, ask them to use the illustration on Simulation Page 4 in designing an entire advertisement for the new restaurant. Explain that this includes choosing a name for the restaurant, writing an advertisement to accompany the picture, and arranging the complete ad attractively on the page.

4. When students have finished the unit activities, have them display their ads and review each student's work to see whether the ads were prepared in accordance with the oral instructions.

5. When the ads have been checked and discussed, have students turn to the last page of the unit to answer and discuss the "Would I Like This Type Job?" questions.

6. If time permits, use one or more of the topics or activities listed under Optional Activities to conclude the unit.

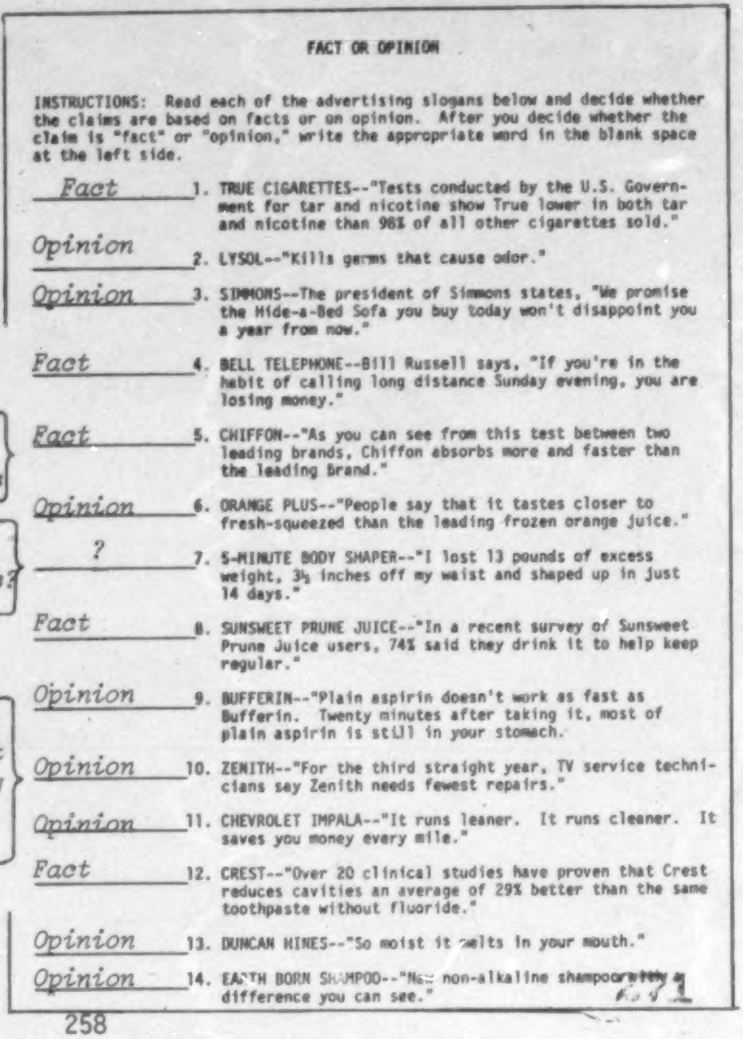
OPTIONAL ACTIVITIES

1. Fact or Opinion--Each day we are bombarded with advertisements claiming a product works faster, cleans better, smells more pleasing, etc. In order to determine whether the claims are based upon facts or upon manufacturer's biased representations, a consumer must listen closely to the words and slogans in the advertisements.

This exercise gives students a chance to read manufacturer's slogans and claims and decide whether they are based on fact or biased opinion.

Procedures:

1. Duplicate a copy of "Fact or Opinion" for every student in the class.
2. After handing out the sheet, explain to the students that they are to read each slogan and label it as fact or opinion.
3. When students have completed the game, go over the slogans and discuss why students decided the ad was either fact or opinion. (A suggested key is given below.)



FACT OR OPINION

INSTRUCTIONS: Read each of the advertising slogans below and decide whether the claims are based on facts or on opinion. After you decide whether the claim is "fact" or "opinion," write the appropriate word in the blank space at the left side.

Fact 1. TRUE CIGARETTES--"Tests conducted by the U.S. Government for tar and nicotine show True lower in both tar and nicotine than 98% of all other cigarettes sold."

Opinion 2. LYSOL--"Kills germs that cause odor."

Opinion 3. SIMMONS--The president of Simmons states, "We promise the Hide-a-Bed Sofa you buy today won't disappoint you a year from now."

Fact 4. BELL TELEPHONE--Bill Russell says, "If you're in the habit of calling long distance Sunday evening, you are losing money."

Fact 5. CHIFFON--"As you can see from this test between two leading brands, Chiffon absorbs more and faster than the leading brand."

Opinion 6. ORANGE PLUS--"People say that it tastes closer to fresh-squeezed than the leading frozen orange juice."

? 7. 5-MINUTE BODY SHAPER--"I lost 13 pounds of excess weight, 3½ inches off my waist and shaped up in just 14 days."

Fact 8. SUNSWEET PRUNE JUICE--"In a recent survey of Sunsweet Prune Juice users, 74% said they drink it to help keep regular."

Opinion 9. BUFFERIN--"Plain aspirin doesn't work as fast as Bufferin. Twenty minutes after taking it, most of plain aspirin is still in your stomach.

Opinion 10. ZENITH--"For the third straight year, TV service technicians say Zenith needs fewest repairs."

Opinion 11. CHEVROLET IMPALA--"It runs leaner. It runs cleaner. It saves you money every mile."

Fact 12. CREST--"Over 20 clinical studies have proven that Crest reduces cavities an average of 29% better than the same toothpaste without fluoride."

Opinion 13. DUNCAN HINES--"So moist it melts in your mouth."

Opinion 14. EARTH BORN SHAMPOO--"New non-alkaline shampoo with a difference you can see."

Rates go up after 5 p.m. on Sundays

A visual demonstration proves that in this example, at least, Chiffon performs as promised.

Answer is debatable. What is the consensus of the students?

There may be some TV service technicians who say this, but there was no survey resulting in actual facts to back up this statement.

2 → What Do I Hear?--This exercise will give students practice in listening to what is happening in the world around them. Ask students to list all of the sounds they hear during a 2-minute time period; for example, a bird singing outside the window, the noise of a train, the teacher's voice, etc.

Discuss what sounds the students like and dislike and why. Also discuss which sounds are most important and why.

3 → Personality of Words--When a word is spoken, it comes to life. While the written word is just black ink on white paper, the spoken word can be supported with everything from speech inflections to facial expressions and body language, all of which can give the word a special meaning.

Say the word "oh" to denote the following meanings; having students write down what each "oh" means to them.

1. You surprised me.
2. I made a mistake.
3. I'm bored.
4. I'm fascinated.
5. I understand.

Then have several students say each of the following statements giving the same statement a different meaning each time by varying their voices, facial expressions, etc.

Statement 1: I want you.
Statement 2: Look at that.
Statement 3: Let's leave this place.
Statement 4: She's a real gem.

FIELD TRIP:

. . . to a local newspaper publisher to observe the complete operation and learn more about advertising careers, including the job of advertising layout person.

. . . to any local business or manufacturing firm that has a graphic advertising department to learn more about the work performed by an advertising layout person.

(See Field Trip Guide in Appendix for field trip procedures.)

INTERVIEW:

. . . an advertising layout person from a newspaper publishing company.

. . . an advertising layout person from any local firm.

. . . an employee in any occupation that students are interested in who is employed in the field of graphic advertising.

(See Interview Guide in Appendix for procedures on conducting a group interview.)

ADDITIONAL OCCUPATIONS IN THE GRAPHIC ADVERTISING INDUSTRY THAT STUDENTS MAY WISH TO EXPLORE:

Art Director
Illustrator
Paste-up Man
Industrial Designer
Free-lance Artist
Advertising Copywriter
Research Director
Mechanical Man
Advertising Manager

FACT OR OPINION

INSTRUCTIONS: Read each of the advertising slogans below and decide whether the claims are based on facts or on opinion. After you decide whether the claim is "fact" or "opinion," write the appropriate word in the blank space at the left side.

__________________ 1. TRUE CIGARETTES--"Tests conducted by the U.S. Government for tar and nicotine show True lower in both tar and nicotine than 98% of all other cigarettes sold."

__________________ 2. LYSOL--"Kills germs that cause odor."

__________________ 3. SIMMONS--The president of Simmons states, "We promise the Hide-a-Bed Sofa you buy today won't disappoint you a year from now."

__________________ 4. BELL TELEPHONE--Bill Russell says, "If you're in the habit of calling long distance Sunday evening, you are losing money."

__________________ 5. CHIFFON--"As you can see from this test between two leading brands, Chiffon absorbs more and faster than the leading brand."

__________________ 6. ORANGE PLUS--"People say that it tastes closer to fresh-squeezed than the leading frozen orange juice."

__________________ 7. 5-MINUTE BODY SHAPER--"I lost 13 pounds of excess weight, 3½ inches off my waist and shaped up in just 14 days."

__________________ 8. SUNSWEET PRUNE JUICE--"In a recent survey of Sunsweet Prune Juice users, 74% said they drink it to help keep regular."

__________________ 9. BUFFERIN--"Plain aspirin doesn't work as fast as Bufferin. Twenty minutes after taking it, most of plain aspirin is still in your stomach.

__________________ 10. ZENITH--"For the third straight year, TV service technicians say Zenith needs fewest repairs."

__________________ 11. CHEVROLET IMPALA--"It runs leaner. It runs cleaner. It saves you money every mile."

__________________ 12. CREST--"Over 20 clinical studies have proven that Crest reduces cavities an average of 29% better than the same toothpaste without fluoride."

__________________ 13. DUNCAN HINES--"So moist it melts in your mouth."

__________________ 14. EARTH BORN SHAMPOO--"New non-alkaline shampoo with a difference you can see."

UNIT 16

TEACHER'S KEY

Simulation Page 1

Go over page 1 of the simulation activity with students.

a. Ask the students whether they are acquainted with any people who work in the advertising field.

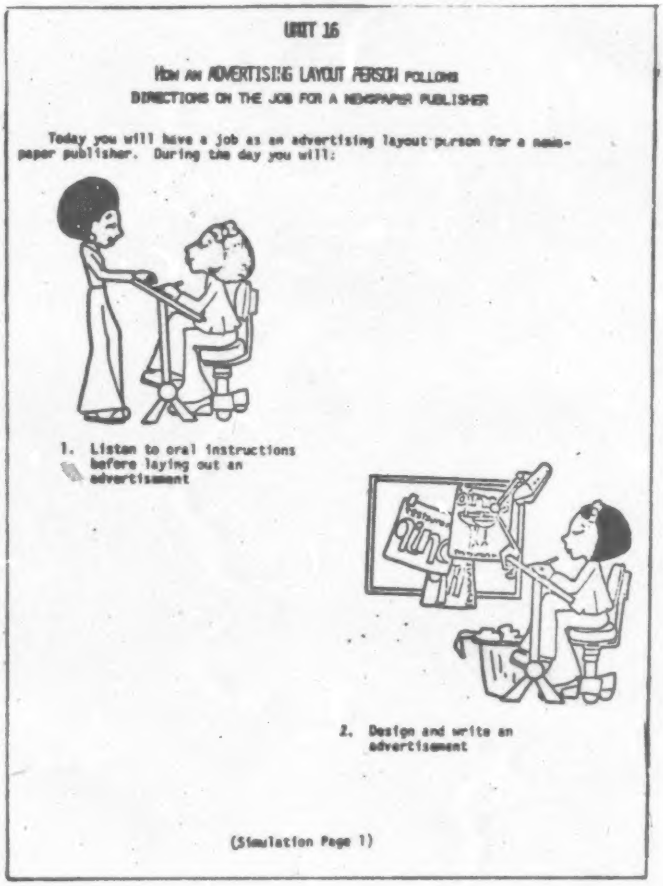
b. If so, ask students what types of things these people do on the job, as well as in what type organization they work.

In a discussion develop the idea that advertising layout people must:

a. Use artistic ability to create advertisements.

b. Be able to work under the pressure of deadlines.

c. Enjoy supervising and directing the work of other people.



UNIT 16

HOW AN ADVERTISING LAYOUT PERSON FOLLOWS
DIRECTIONS ON THE JOB FOR A NEWSPAPER PUBLISHER

Today you will have a job as an advertising layout purson for a newspaper publisher. During the day you will:

1. Listen to oral instructions before laying out an advertisement

2. Design and write an advertisement

(Simulation Page 1)

Simulation Pages 2 and 3: Procedures

(1) Explain to students that they are working as advertising layout persons and that you are acting as their supervisor as they prepare an advertisement.

(2) Tell students that they will be cutting out the artwork and lettering (Simulation Page 2), and then arranging and pasting the parts on Page 3 according to your oral directions. (If you are unable to obtain scissors and glue for student use, you may want them to draw and print the advertisement on the design sheet.)

(3) Read aloud the two sections of dialogue shown below. Read Section 1 all the way through before allowing students to begin work. When they have completed the instructions given in Section 1, read Section 2 all the way through and then have students follow those instructions.

SECTION 1

Read to students:

I've been working with Joe Barnes, the sales manager of "The Sutler," about an advertisement for their sale. I've got to run to another meeting in 5 minutes, so I've got to leave it up to you to get this ad finished and in tonight's newspaper. You can paste up the ad the way Joe wants it arranged.

Joe was very specific about the way he wants the ad to look. He said to arrange it like this:

(Hold up Simulation Page 3 as you read the next paragraph.)

First, draw another frame inside the frame already drawn on the design sheet. The frame you draw should be 1/2 inch smaller than the outside frame.

Then, cut out all of the names shown under #4 and paste them around the border between the two frames. One of the two "Famous Brand Names" headings should go at the top of the ad and the other at the bottom. All the other words or labels will fit into the space along the side borders.

SECTION 2

Read to students when they complete work described in Section 1:

The information under #2 should be placed at the top of the ad, just inside the inner frame.

Directly under the words "Thurs., Fri., and Sat.--ONLY," place the word "Sweaters" and the description and drawing that go with it. Place the #5 item beneath the sweater section.

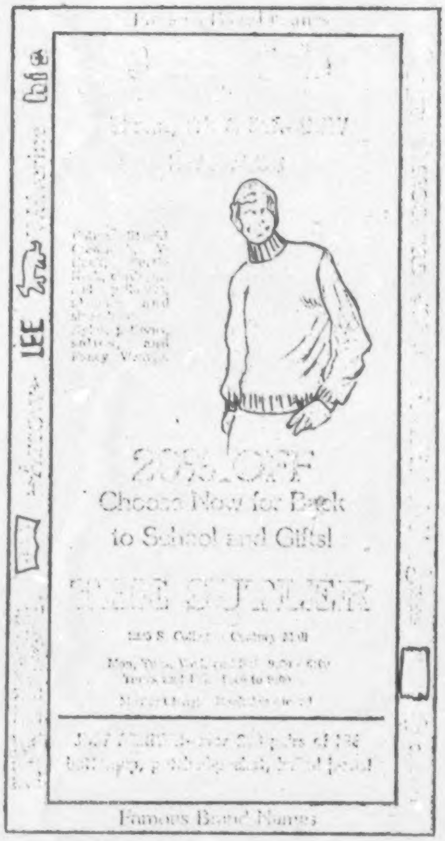
continued on next page

Simulation Pages 2 & 3

When this activity is completed, have students compare and review each other's work to see whether the ads were prepared in accordance with the oral instructions.

A sample of a correctly completed advertisement is shown at the right.

Ask students which part of the oral instructions they had the most difficulty in following. Stress the importance of paying close attention to what is being said so a job will be carried out accurately.



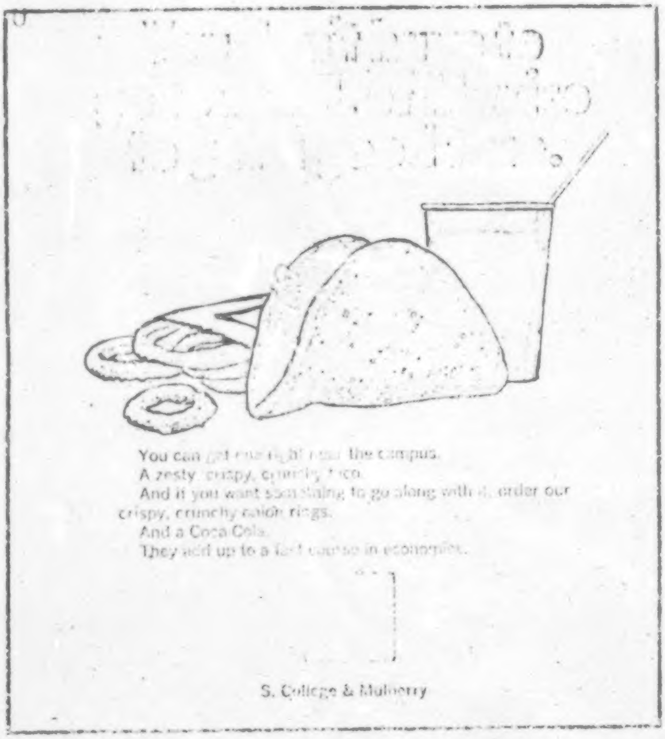
Optional Discussion Topic

Ask students to name some advertisements that they like. Ask the students what it is about these ads that appeals to them.

Simulation Page 4

An example of how the advertisement for the restaurant might look is shown at the right.

Have students display their ads and vote to select the one that has the best design and most catchy wording.



You can get one right near the campus.
A zesty, crispy, crunchy taco.
And if you want something to go along with it, order our crispy, crunchy onion rings.
And a Coca Cola.
They add up to a fast course in economics.

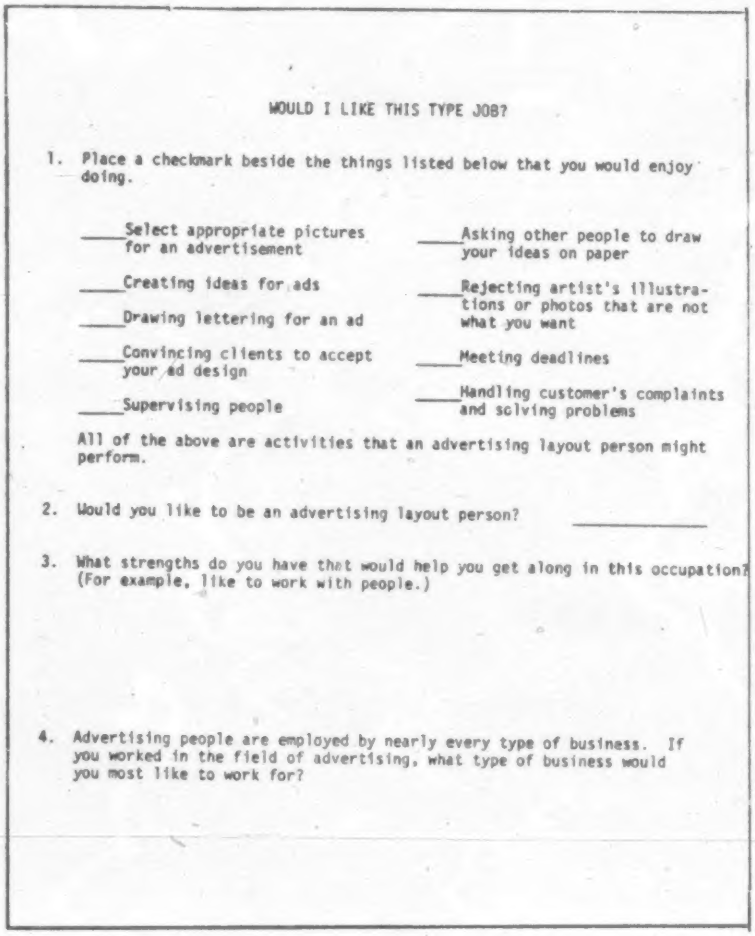
S. College & Mulberry

Simulation Page 5

The purpose of the questions on page 5 of the simulation is to encourage students to examine their own abilities and personality and compare these to the characteristics needed to succeed in the occupation explored in this simulation.

Encourage students to talk about their own likes and dislikes and about the things they think they would like and dislike about this occupation.

Work with the business and office resource teacher to identify resources to which students who are interested in this occupation can go to explore the occupation further. Also, work with the business and office resource teacher to develop additional exploration activities related to this unit.



WOULD I LIKE THIS TYPE JOB?

1. Place a checkmark beside the things listed below that you would enjoy doing.

____Select appropriate pictures for an advertisement

____Creating ideas for ads

____Drawing lettering for an ad

____Convincing clients to accept your ad design

____Supervising people

____Asking other people to draw your ideas on paper

____Rejecting artist's illustrations or photos that are not what you want

____Meeting deadlines

____Handling customer's complaints and solving problems

All of the above are activities that an advertising layout person might perform.

2. Would you like to be an advertising layout person? ____________

3. What strengths do you have that would help you get along in this occupation? (For example, like to work with people.)

4. Advertising people are employed by nearly every type of business. If you worked in the field of advertising, what type of business would you most like to work for?

BACKGROUND INFORMATION ON ADVERTISING LAYOUT PERSON

The artwork appearing in newspapers and magazines is often created by a team of commercial artists. One member of this team is the advertising layout person, who usually supervises a staff of illustrators, letteres and paste-up people as they turn out a finished advertisement.

The advertising layout person performs the following activities or supervises the others who perform these activities:

- Plans different parts of an advertisement
- Explains design plan to artists, letterers, and paste-up people
- Selects artist's illustrations or pictures for ads
- Determines color and design for ad
- Refines ad according to customer's wishes
- Creates artwork and concept of promotional items

To be successful and receive promotions, the advertising layout person should possess the following skills and knowledges:

- Artistic ability
- Imagination, creativeness
- Ability to sell ideas as well as finished work to clients
- Responsible in meeting deadlines
- Able to express ideas clearly
- Enjoys overseeing other people's work
- Familiar with the fine arts--painting, sculpture, architecture

The most widely accepted training for commercial art can be obtained from an art institute or school. To enter art school, a high school education is usually required. Training in commercial art includes such subjects as art fundamentals, drawing, lettering, illustration and other general courses such as English and history. Beginning commercial artists usually need some on-the-job training before they can qualify for other than strictly routine work.

Most commercial artists are salaried employees for an advertising agency, studio, publications firm, etc., in a big city. For information on earnings of an advertising layout person or commercial artist in your town, consult the employment want ads of your local newspaper.

UNIT 16

HOW AN ADVERTISING LAYOUT PERSON FOLLOWS DIRECTIONS ON THE JOB FOR A NEWSPAPER PUBLISHER

Today you will have a job as an advertising layout person for a newspaper publisher. During the day you will:

1. Listen to oral instructions before laying out an advertisement

2. Design and write an advertisement

ARTWORK AND LETTERING FOR "SUTLER" ADVERTISEMENT

①

Sweaters

Entire Stock! Crew-neck, V-Neck, Turtle Neck, cardigans and pullovers, sleeve and sleeveless styles, patterns, solids, and Fancy Weaves.

④

Famous Brand Names h.i.s

Famous Brand Names Clubman

[illegible]

Arrow BROOKFIELD

CAMPUS

JOCKEY

Wolverine

FARAH

LEE

②

3 Day Sale

Thurs., Fri. & Sat.--ONLY

⑤

20% OFF

Choose Now for Back to School and Gifts!

③

THE SUTLER

[illegible] S. College - Century Mall

Mon, Tues, Wed, and Sat 9:30 - 6:00
Thurs and Fri. -9:00 to 9:00

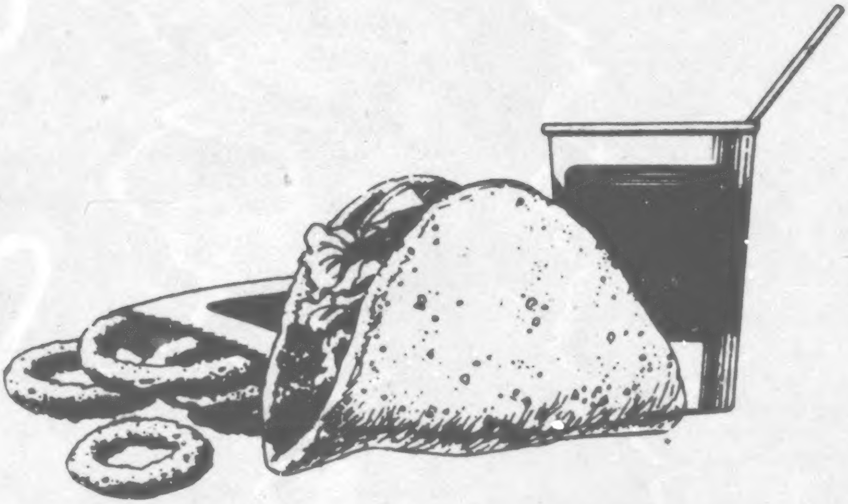
Master Charge Bank Americard

⑥

JUST ARRIVED--over 200 pairs of LEE button-up, patched-pocket, belled jeans!

DESIGN SHEET

CREATING A NEWSPAPER ADVERTISEMENT



WOULD I LIKE THIS TYPE JOB?

1. Place a checkmark beside the things listed below that you would enjoy doing.

   _____Select appropriate pictures for an advertisement

   _____Creating ideas for ads

   _____Drawing lettering for an ad

   _____Convincing clients to accept your ad design

   _____Supervising people

   _____Asking other people to draw your ideas on paper

   _____Rejecting artist's illustrations or photos that are not what you want

   _____Meeting deadlines

   _____Handling customer's complaints and solving problems

   All of the above are activities that an advertising layout person might perform.

2. Would you like to be an advertising layout person? _______________

3. What strengths do you have that would help you get along in this occupation? (For example, like to work with people.)

4. Advertising people are employed by nearly every type of business. If you worked in the field of advertising, what type of business would you most like to work for?

UNIT 17

HOW A MANAGER'S CHARACTER INFLUENCES THE SUCCESS OF A BUSINESS

PURPOSE

This unit deals with the career of a manager in a manufacturing concern and the character traits that cause his successes and failures. The unit is designed to help students understand:

- .the character traits that are revealed by the actions of the manager
- .the effects of the manager's character on the employees of the company
- .duties of a manufacturing manager
- .the importance of a manager's understanding of character

PROCEDURES

1. Distribute the article ("A. Fracus"), end-of-article questions, and glossary of terms (the white sheets).

2. Have the students read the article and answer the questions that follow it. Explain to students that they should refer to the glossary every time they come upon a word they don't know. If the word is not in the glossary, they should refer to a dictionary.

3. While the students complete the assignment:
   a. review the story;
   b. review the questions at the end of the article and the sample answers to those questions;
   c. read the sheet entitled "Background Information on Managers";
   d. review the discussion guide.

4. Discuss the students' answers to the end-of-article questions.

5. Discuss the managerial occupation by using the discussion guide on the following page.

DISCUSSION GUIDE

1. What is a manager?

    a. *One who accomplishes tasks through the efforts of others.*

    b. *One who makes the decisions to be carried out by others.*

2. Have any of you been managers?

    Many students, through activities in clubs, class projects, and athletics, have taken on managerial responsibilities.

3. Do you know anyone who is a manager?

    Try to draw upon the students' personal experiences in their homes and communities.

4. What kind of training is needed to become a manager?

    Expand on managers discussed in Question #3. Also discuss: a) college training, b) working your way up, and c) special programs offered by the company.

5. How is the understanding of character important in being a good manager?

    A manager must deal effectively with people if he is to be successful. He must know which employees will perform well. An understanding of character is essential if this is to be done.

1. Assign one or more students a managerial task--such as keeping the classroom clean and neat, planning and managing field trips, managing class projects, and so forth. Have the assigned students develop a plan to accomplish the assigned tasks. Remember, the managerial function necessarily means that they will have to set policies and oversee the efforts of others.

2. Have each student write a paragraph on why they think they would or would not make a good manager. Discuss the paragraphs in small groups or as a class. See if the class members agree or disagree with the self-assessment of their classmates.

3. Invite a manager to the classroom for an interview. (See Interview Guidelines: Appendix C.)

STUDENT QUESTIONS

(Sample Answers)

1. What were the character traits that helped Mr. Russell to become successful?

   He was ambitious, intelligent, sensitive, and decisive in solving problems.

2. What does the coffee cup episode tell us about Mr. Russell's character?

   He was inconsiderate of others, needed to show his power, was deceptive and egotistical.

3. What does Mr. Russell's drinking problem tell us about his character?

   He was not a happy person, the alcohol made it easier for him to deal with situations, and alcohol deadened his sense of self-criticism.

4. How did Mr. Russell's character affect the employees?

   They were afraid of him. Some quit while others took early retirement. They became insecure, developed ulcers, and had nervous breakdowns.

5. Do you think Mr. Russell's character changed during the story? If you think it did, explain how it changed. If you do not think it changed, explain why you think it did not.

   Yes, it did change:

   Mr. Russell was at one time sensitive to others, but he lost his sensitivity. He at one time worked hard for the company, but at the end of the story he didn't seem to care what happened to the company.

   No, it did not change:

   The same character traits that were the cause of his success were also the cause of his failure. He was too ambitious for his own good.

6. What do you think will become of Mr. Russell?

   Let students draw their own conclusions.

BACKGROUND INFORMATION ON MANAGERS

The success or failure of any enterprise depends heavily on the way managers do their job. More than 6 million salaried workers were employed in 1970 to manage the nation's business enterprises. An additional 2.2 million workers managed all or part of their own businesses. Salaried business managers, one of the fastest growing occupational groups in the country, increased nearly four times as fast as all workers between 1960 and 1970.

Main tasks:

- To direct the efforts of other employees in achieving the goals of the business
- To make decisions about the business
- To set the policy of the business

Examples of managerial jobs:

- Grocery store operator
- Principal or superintendent of a school
- Construction foreman
- Business owners
- President of a company

Skills and capabilities required:

- Communicates needs and wants to personnel clearly and tactfully
- Deals with people effectively, delegates authority and exerts consistent leadership
- Is decisive
- Has good working knowledge of company functions and policies, as well as basic overall understanding of economics, accounting, human relations, finance, etc. (Degree in Business Administration, or related field, is often required.)

Training:

- Increasing emphasis on college preparation
- Training by beginning at the first entry-level position in an organization and "working up through the ranks" (promotional opportunities of this type rather limited)
- Company-sponsored management training program
- Successful work experience in related fields; e.g., sales and accounting

reprinted from THE WALL STREET JOURNAL

Issue of October 17, 1972

Instructions: *Read the following story by William M. Carley.*

A. FRACUS

THE FALL

The Arizona resort was swank. And the evening reception--the final event in a three-day business and social outing held each year by Smith Paper Company--was gala.

The party had begun with cocktails. Then the assemblage of about 200 people moved from the cocktail suite to the dining room. The guests had barely sat down when Peter Russell, Smith Paper's president, rose from his seat at the head table. He was 42 years old, six feet tall, blonde and ruggedly handsome.

And he was drunk.

Just able to hang onto the podium, Mr. Russell launched into an hour of rambling and incoherent statements. "It was horrible," says a Smith Paper distributor who was there. "He was just slobbering all over the place and embarrassing people. My wife kept saying,"Why don't they take that man out of here?"

Also seated at the head table was Walter Louis, Smith's aging chairman and chief executive His face white and his lips drawn, Mr. Louis repeatedly leaned toward Mr. Russell and asked him to sit down--to no avail. The next week, Mr. Louis and Smith Paper's directors fired Peter Russell.

THE RISE

The saddest part of Peter Russell's saga is that he was a brilliant corporate executive. His climb to the top of Smith Paper was possible because of hard work and sound decisions. In the final analysis, it was not his business talent that led to his downfall. It was the public display of indescretions and the fact that this display had begun to hurt the business of Smith Paper Company.

In the beginning of Mr. Russell's career with Smith Paper, there was no hint of the ultimate sordid conclusion. Smith was his first employer; Mr. Russell had completed two years of college, but he decided to go to work rather than continue his education. The year was 1949, and Mr. Russell joined the Midwest-based paper manufacturer as a member of its marketing department.

Peter Russell quickly gained a reputation as a hard worker. One promotion followed another, and before long he was named assistant marketing manager. At this point, he caught the eye of Mr. Louis, who was then executive vice president and who had recently been brought into the company to be groomed for the presidency.

"I was looking around for a hungry, aggressive, bright young man and there weren't very many such fellows," Mr. Louis recalls.

Mr. Russell was made Mr. Louis' personal assistant, the beginning of a rapid rise through the ranks: executive assistant, assistant vice president, vice president, senior vice president. Then, when Mr. Louis was named chairman, Mr. Russell was elected to the presidency and a directorship.

"It was as if old man Louis had put a hook through Peter's collar and just pulled him right up through the company with him," a Smith Paper officer recalls.

Not that Mr. Russell didn't merit his advancement. "He knew how to get to the guts of a problem fast and then make decisions," a Smith vice president says. "You didn't have to wait around for a committee meeting--you could go into his office, and get a yes or a no."

In the beginning, Mr. Russell also had a talent for handling people. "He could be extremely considerate," a co-worker says. "When we were abolishing the janitorial department in favor of contracted services, we had to demote the department head...This guy was only making $8,000 a year, but he was an old long-time employee, and Peter--he was vice president then--walked his office floor till late at night, trying to phrase the announcement so as to protect this guy's sensibilities."

Most importantly, Peter Russell knew his business. "If you wanted to find out about the production problem in the west wing of the plant, Peter was the guy at a board meeting who had the facts at his fingertips," says one of Smith's outside directors.

WEAKNESSES SHOW

But even as Mr. Russell was rising through Smith's ranks, certain personal weaknesses began to surface. He was egotistical and had rapidly begun to offend subordinates and superiors alike. "He was a name dropper, he'd continually let people know how much responsibility he was carrying. He was just a complete egocentric. It was always me, me, me," says a former attorney for Smith Paper.

The attorney adds: "At first, people laughed at him, but by the time he was named senior vice president, they began laughing at his jokes."

They were laughing on the outside only. Perhaps because of his egotism, Mr. Russell insisted that his orders be obeyed down to the last detail; and his manner in enforcing his dictates struck terror in the hearts of his underlings. "It was a regular spy system," says the Smith public-relations man. "Nothing could happen in that company without his finding out about it."

THE COFFEE CUP EPISODE

A case in point was the "coffee cup episode." According to Smith employees, Mr. Russell, then senior vice president, decided to rigidly enforce an old but much disregarded office rule prohibiting coffee breaks. But after he let this be known, someone told him that a secretary had gone out to fetch coffee for several office workers. Infuriated, Mr. Russell encountered the girl in Smith's lobby as she came in with the coffee, and without saying a word, silently followed her around the office as she distributed the cups.

THE OTHER EMPLOYEES

"The girl and the people who got the coffee were just trembling by the time it was over," one secretary says.

A rule, after all, is a rule, unpopular as it may be. And it wasn't so much the enforcement of the no-coffee break fiat as the way it was enforced that grated on Mr. Russell's asociates. Such was also the case when Mr. Russell, newly appointed Smith's president, retained the services of an outside consulting firm to determine his employee's efficiency.

Gone were the days of walking the floors over a janitorial employee's demotion. At the consultant's recommendation, former associates say, Mr. Russell began to ruthlessly abolish some jobs, to change and to switch workers from one department to another. "Peter was an egomaniac about this," one worker recalls.

Some Smith workers began quitting the company, others took early retirement, and among those who stayed, an unusual number developed ulcers or had nervous breakdowns, a former company doctor said. There was even talk of an attempted suicide. "This thing really destroyed lives," the doctor says.

As a result of the chaos, production began lagging. And because Smith's distributors couldn't get orders filled promptly, the company's sales growth first slowed and then stopped. The pressure on Mr. Russell mounted rapidly. So did his drinking.

At a New York City paper-industry seminar held during this period, Mr. Russell had too many martinis during the lunch break. "By the time he started eating, he couldn't handle his food," an officer from another paper company says. "He was dropping things and making a mess."

The next week, Mr. Russell again overindulged, and while driving on an expressway one night, he smashed his car into a concrete abutment. "The car was a total wreck," a friend says, "But miraculously Peter stepped out unhurt."

As Mr. Russell's extracurricular behavior was going from bad to worse, why didn't Smith's other officers step in?

The former Smith attorney explains: "Nobody but old man Louis could have brought Peter up short--he was too big and too important for anyone else to take on. And Louis never seemed to want to see what was going on."

It now seems evident that the chairman of Smith Paper didn't want to see what was going on. "Mr. Louis had put his arm around Peter's shoulder and said, 'You're my boy'," says one Smith distributor. "And he was. He was the fair-haired boy in the company, and he could do no wrong."

Mr. Louis, whatever the reason, was long blind to his subordinate's failings. In any case, Mr. Louis, who retired as Smith Paper's chairman and chief executive a few months after Mr. Russell's departure, is a man whose faith is said to have been shattered. "He just isn't the same any more," a friend says. "His spirit was broken by this thing."

As for Mr. Russell, he is now running a much smaller company on the West Coast. Some people say he has changed his ways. Some say he hasn't.

QUESTIONS

Please answer the following:

1. What were the character traits that helped Mr. Russell to become successful?

2. What does the coffee cup episode tell us about Mr. Russell's character?

3. What does Mr. Russell's drinking problem tell us about his character?

4. How did Mr. Russell's character affect the employees?

5. Do you think Mr. Russell's character changed during the story? If you think it did, explain how it changed. If you do not think it changed, explain why you think it did not.

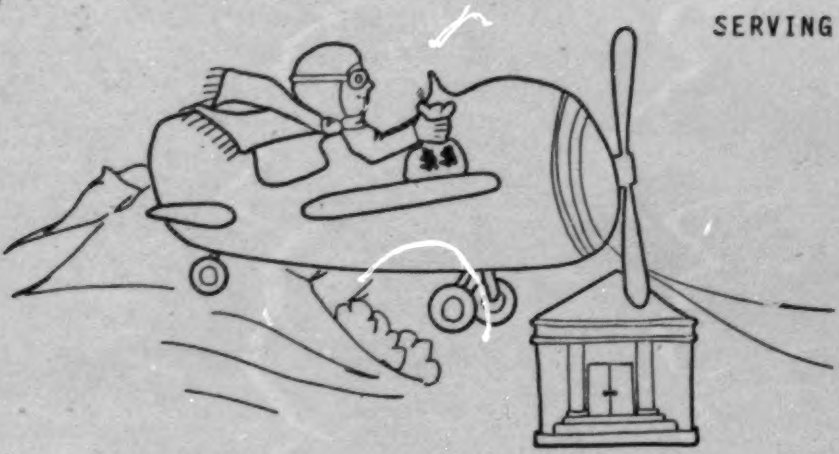
6. What do you think will become of Mr. Russell?

GLOSSARY

1. Abutment: *a structure that holds the weight of an arch or bridge*
2. Assemblage: *a collection of people*
3. Avail: *use, benefit*
4. Chaos: *total disorder or confusion*
5. Demotion: *to lower in rank*
6. Eclipse: *a falling into darkness; a decline*
7. Egocentric: *self centered*
8. Egomaniac: *very selfish*
9. Egotism: *excessive concern with one's self*
10. Episode: *one event in the course of a continuous experience*
11. Fiat: *an order or decree*
12. Gala: *a festive or joyous celebration*
13. Grated: *to irritate like a rasping noise*
14. Incoherent: *unable to express one's thoughts in an orderly manner*
15. Indiscretion: *an unwise act or remark*
16. Infuriated: *to enrage*
17. Merit: *to earn, deserve, warrant*
18. Phrase: *a sequence of words intended to have meaning*
19. Podium: *an elevated platform for a lecturer*
20. Saga: *a long heroic narrative*
21. Sensibilities: *the ability to feel or perceive*
22. Sordid:*wretched, depressing*
23. Subordinate: *a person of a lower rank*
24. Suite: *a series of connecting rooms used as a living unit*
25. Swank: *fashionable or elegant*

UNIT 18

THE PART MOTIVATION PLAYS IN SERVING A BANKING CUSTOMER



PURPOSE

The article in this unit tells about a banker who braves many hardships in order to bring banking services to isolated communities in northern Canada. The unit is designed to help the student understand:

- .the motivating forces that underly the banker's willingness to serve the isolated communities
- .the motivating forces that underly the bank's willingness to serve the isolated communities
- .the duties of a banker
- .the role motivation plays in providing business services

PROCEDURES

1. Distribute the article ("Blizzards and Delays Are All in a Days Work"), end-of-article questions, and glossary of terms (the white sheets).

2. Have the students read the article and answer the questions that follow it. Explain to students that they should refer to the glossary every time they come upon a word they don't know. If the word is not in the glossary, they should refer to a dictionary.

3. While the students complete the assignment:
   a. review the story;
   b. review the questions at the end of the article and the sample answers to those questions;
   c. read the sheet entitled "Background Information on Bankers";
   d. review the discussion guide.

4. Discuss the students' answers to the end-of-article questions.

5. Discuss the managerial occupation by using the discussion guide on the following page.

DISCUSSION GUIDE

1. What kinds of business transactions, if any, do you have with banks?

   a. *Deposit money in a savings account.*

   b. *Deposit money in a checking account.*

   c. *Withdraw money.*

2. What kind of jobs are available at banks?

   Mostly clerks, tellers, bank officers, and accountants.

3. Do you know anyone who works in a bank?

   a. *What do they do?*

   b. *What hours do they work?*

   c. *What kind of training do they need?*

4. Who would like to work in a bank? Who would not like to work in a bank?

   Discuss the reasons for and against.

5. What must you do in order to prepare yourself for a banking career?

   a. *Try to get a part-time or summer job at a bank to see if you like it.*

   b. *Develop the necessary skills by taking the accounting and business management classes in high school.*

   c. *Prepare for college. (An investigation into the preparation needed in the banking industry would be a valuable project for interested students.)*

6. Why is the understanding of motivation valuable to bank officers?

   a. *It helps bankers properly care for the money of others by helping them understand the intentions of the borrowers.*

   b. *It helps bankers be good bosses by helping them understand the needs and goals of the employees.*

OPTIONAL ACTIVITIES

1. Interview a bank employee--see the interview guide in the appendix.
2. Play Monopoly--Discuss why some won and others lost.
   Discuss the role motivation plays in winning at monopoly.
3. Students who show an interest in the banking industry can be assigned the project of determining the training they would need to prepare for a banking career and how they can get this training.
4. Show the movie Why Man Creates, an excellent film on motivation.

STUDENT QUESTIONS *(Sample Answers)*

1. What are the difficulties that Jerry Dix faces in his job?

   Snowstorms
   Icy conditions
   Cold temperatures
   Irregular schedules-long delays
   Very little banking business transacted
   Haggling and dickering

2. What motivates Jerry Dix--that is, why do you think he works at a job that has so many difficulties?

   a. *He may like banking, and this was a chance for a banking job.*

   b. *He may like the attention he gets from having a strange job.*

   c. *He likes the outdoors, and this is a chance to have a good job and still work outdoors.*

   d. *He may like adventure, and this job offers him that opportunity.*

   e. *He may like to serve others.*

   f. *He may feel that his work is of value.*

3. What motivates the bank to conduct business in this remote area?

   The managers may think the bank can make money when the area becomes economically alive.

4. Why do the Arctic settlements operate on a cashless, barter economy?

   Most of the people hunt for a living and can trade their seal skins and furs for all their food and supplies.

   What possible changes could occur in the area that would motivate the people to change to a cash economy?
   a. *There might be commercial or government developments in the area that would hire people on a cash basis.*
   b. *Tourists might bring in cash to buy artwork.*
   c. *The people might want items they could not get by trading furs for them, such as clothes from a mail order catalog.*

BACKGROUND INFORMATION ON BANKERS

Banking institutions employed almost 175,000 officers in 1970. Women represented about one-tenth of the total. Because of the variety of services offered by banks, a wide choice of careers is available for those who wish to specialize in different areas of banking.

Examples of Bank Officer Careers:

President
Vice President
Trust Managers
Credit Managers
Cashiers
Branch Manager
Controller
Senior Officers
Assistant Officers
Loan Officers
Correspondent Bank Officer
International Officer

Qualifying for Jobs:

1. Positions are filled by management trainees or by promoting experienced clerical employees.
2. College training in finance or a liberal arts curriculum including accounting, economics, law and statistics serve as excellent preparation.
3. By gaining experience through summer employment programs offered through banks.
4. Banks offer one to six months' training programs.

Advancement:

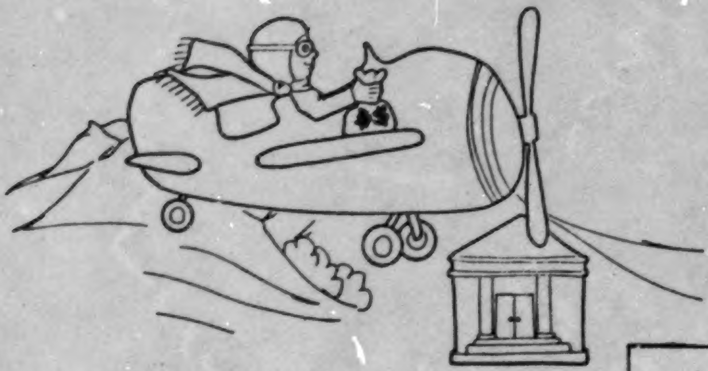
Experience
Ability
Leadership
Special Study

Opportunities:

The number of bank officers is expected to increase rapidly through the 1970's as banking activities expand. Several thousand workers will be needed annually because of employment growth and the need to replace bank officers who retire or die. Many other openings will arise as bank officers transfer to other types of employment.

reprinted from THE WALL STREET JOURNAL

Issue of January 3, 1974



Instructions: *Read the following story by Patrick Wallace.*

BLIZZARDS AND DELAYS ARE ALL IN A DAY'S WORK

CAMBRIDGE BAY, NORTHWEST TERRITORIES--Folks in this pioneer town like Jerry Dix's gumption. Braving snowstorms and other perils of the North, Mr. Dix flies to isolated, tiny communities like this one trying to drum up business.

Bank business.

Mr. Dix is a banker, albeit an unorthodox one. His employer, Toronto's Canadian Imperial Bank of Commerce, figured a lot of people around these parts can't trek the 500 miles to its nearest branch in Yellowknife, so four years ago the bank decided to fly to them. Mr. Dix serves as its flying bank branch, taking commercial airline trips to Cambridge Bay and another Arctic settlement each month.

Since other banks lack the entrepreneurial spirit of his bank, Mr. Dix handles exclusively the banking services for the entire Canadian Arctic territory. Although such a competitive advantage would have many bankers rubbing their wallets with glee, there is one small catch: Eskimo settlements like the 400-person town of Cambridge Bay are mostly run on a cashless, barter economy.

"We don't make any money on the flying bank because there is hardly any money up there," says Mr. Dix, who when he isn't traveling North, is an assistant manager of the bank's branch in

Yellowknife. "Most of the economy is still based on hunters trading furs for any supplies they need."

Indeed, for most residents of this community 200 miles above the Arctic Circle, high finance involves dickering over seal-skins for supplies and haggling over furs for food. Mr. Dix and his bank, however, aren't daunted by such details. "The day this area comes (commercially) alive, we'll have made some good contacts," he explaines.

For the time being, the area rivals such other garden spots as Siberia and Outer Mongolia. Nine and a half months of icy weather--where temperatures hit as low as 70 degrees below zero--and uncertain air transportation keep the Canadian Arctic the least developed and least traveled spot in North America.

None of this, however, prevents Mr. Dix from making his rounds, though he isn't always precisely on schedule. On his monthly visits to Cambridge Bay, Mr. Dix often carries with him liquor and grocery orders to save some of the residents here air-freight charges. While such customer service bolsters community relations, it does not much help bank business.

On one recent trip here to scare up cash deposits and loan customers, Mr. Dix netted a paltry $8,000 in deposits. The only cocktail bar in town gave him $5,000; the Eskimo Cooperative which sells art work to visitors who wander this way handed him $2,000; and government workers gave him $1,000. The other bit of bank business came when a woman, who was moving south, applied for a bank credit card. No one applied for a loan, which wasn't unusual. No one ever has.

Trips to these Arctic trading outposts test Mr. Dix's fortitude, patience, and company loyalty. "When an airline up here says arrivals and departures are subject to change without notice, you better believe it," Mr. Dix warns.

Mark Martin, the Bank of Commerce's former flying banker, recalls a winter storm that grounded his flight at Holman Island in the Arctic. The delay looked so long that a group of Eskimo hunters invited him to come along on a four-day seal hunt. (Although tempted, Mr. Martin declined the offer and slept on the coffee house floor. A day and a half later, his flight finally took off.)

After a while, such unexpected delays become routine. On Mr. Dix's recent trip here, for instance, his flight left Yellowknife four hours late. With bad weather threatening, the plane made an unscheduled two-hour stop at the Arctic Ocean shore town of Coppermine, where two Eskimos hand pumped fuel into the DC-3. The plane then flew on through high winds and dense fog and finally landed at Cambridge Bay--12 1/2 hours after Mr. Dix first got to the airport for what should have been a four-hour flight.

On his trip back to Yellowknife, Mr. Dix squeezed on board a charter flight, which was hauling a two-ton electric generator. At Bathhurst Inlet, 200 miles to the south, the plane stopped to pick up 15 fishermen who had chartered the flight the rest of the way and to unload the generator. But the airport hadn't a trucklift, so Mr. Dix and the boarding passengers were pressed into service. Three hours later, the generator unloaded, the plane took off with 15 sweaty fisherman heading for points further south and one tired flying banker going home.

QUESTIONS

Please answer the following:

1. What are the difficulties that Jerry Dix faces in his job?

2. What motivates Jerry Dix--that is, why do you think he works at a job that has so many difficulties?

3. What motivates the bank to conduct business in this remote area?

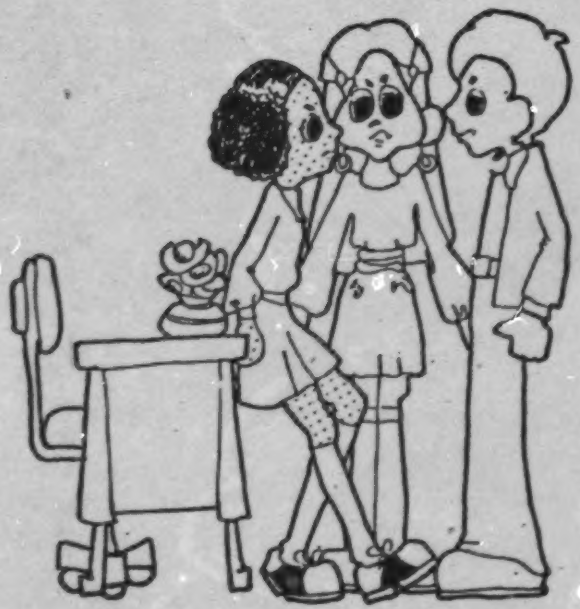
4. Why do the Arctic settlements operate on a cashless, barter economy?

   What possible changes could occur in the area that would motivate the people to change to a cash economy?

GLOSSARY

1. Albeit: *although*
2. Bolsters: *supports, encourages, upholds*
3. Co-operative: *a business owned by a group and operated for their mutual benefit*
4. Daunted: *held back by fear, discouraged*
5. Deposit: *to put away for safekeeping*
6. Dickering: *bargaining*
7. Entrepreneur: *a person who organizes, operates, and assumes the risk for a business*
8. Fortitude: *strength, patience, courage*
9. Gumption: *shrewdness, boldness of enterprise*
10. Haggling: *to argue in an attempt to bargain*
11. Unorthodox: *not following tradition*
12. Paltry: *worthless or petty*
13. Perils: *threat of danger or trials*

UNIT 19



THE PART CONFLICT PLAYS IN A BUSINESS OFFICE

PURPOSE

The story in this unit tells about the turmoil caused in an office because of the actions of a few individuals. The unit is designed to help the student understand:

- the conflict in the story
- how the conflict developed
- how the conflict was resolved
- the importance of understanding conflict in dealing with people
- the duties of a secretary

PROCEDURES

1. Distribute the story "Woman Trouble," the student question sheet, and the glossary of terms. (The white sheets at the end of the unit)
2. Have the students read the story and answer the questions that follow.
3. While the students complete the assignment,
    a. review the story
    b. review the sample questions and answers
    c. better acquaint yourself with secretarial occupations by reading the background information sheet
    d. review the discussion guide.
4. Discuss the sample questions.
5. Discuss secretarial occupations with the help of the discussion guide.

DISCUSSION GUIDE

1. Do any of you know a secretary?

   From students' answers and subsequent discussion develop a profile of a secretary:

   a. *Duties (Secretaries are often required to take shorthand, type, answer phones, file, greet people, make appointments. . .)*

   b. *Working hours*

   c. *Training*

2. What secretarial duties have you done?

   Take notes, type reports, answer phones, meet new people, follow directions of parents and teachers.

3. Which students would like to be a secretary?

   Why?

   Which students would not like to be a secretary?

   Why?

4. How can you prepare to become a secretary?

   a. *Try to get a part time job in an office.*

   b. *Enroll in classes that help you train to be a secretary: For example, English, math, typewriting, bookkeeping, shorthand, and vocational office education.*

5. How would the understanding of conflict help a secretary do a better job?

   She can avoid, or treat gingerly, situations that may cause conflict.

OPTIONAL ACTIVITIES

1. Interview a secretary. (Guide in Appendix)
2. Have the students interested in becoming a secretary investigate the job requirements and develop a program of training that would qualify them for a job. The student can report the findings to the class.
3. Visit an office with the class.

STUDENT QUESTIONS

Sample Answers:

1. What was the conflict between the secretaries that caused them to exchange hot words?

   Lily was angry because she was reassigned to another job--"She was insulted, she could never live down the public disgrace, her mum would be heartbroken." The job to which Lily was assigned was supposed to be Rose's. -- "Rose had been trained as stand-in to my Indispensible Personal Secretary, whom she had understudied diligently."

   Both were disappointed and angry. When they met, they took out their frustrations on each other.

2. What caused the conflict to develop?

   The chairman of the company was retiring and no one knew what to do with his secretary.-- "The new chairman might want someone quite different." It was decided that Lily would replace the engaged secretary.-- "That solves the problem with Lily, she can replace your redhead." This upset Lily who felt she was demoted and it upset Rose who thought she was cheated out of a promotion.

3. How was the conflict resolved?

   The chairman changed his mind about Lily's job change. --"the move was merely a suggestion subject to Lily's satisfaction."

4. How could this situation have been prevented?

   .By promoting Lily out of her job.

   .By consulting with the employees about decisions that affect them.

BACKGROUND INFORMATION ON SECRETARIES

The secretary performs many of the administrative office tasks necessary to every type of organization. Perhaps the most important aspect of a secretary's job involves communicating—typing letters and memorandums, composing routine correspondence, giving and receiving information over the telephone, securing information from and providing information to clients and visitors, etc.

The duties of secretaries vary, but nearly all fully-qualified secretaries perform the following tasks:

- *opening and processing mail*
- *taking dictation*
- *transcribing dictation from shorthand notes or machine dictation*
- *answering employer's telephone when he is busy or away from the office*
- *relieving employer of routine administrative details*
- *making appointments and reservations for employer*
- *communicating with clients, customers, and visitors*
- *recording, filing, and retrieving information*
- *duplicating or photo-copying records, reports, and correspondence*
- *typing on forms such as invoices, purchase orders, and others*

Some secretaries also supervise other office personnel, gather reference materials for employer, perform simple bookkeeping duties, and attend meetings with the employer in order to take notes.

The successful secretary is poised, alert, and even-tempered. The secretary should not gossip about office matters and must not discuss confidential information. Generally, employers look for the following background and abilities when considering a prospective secretary:

- *high school diploma*
- *secretarial training (post-high school secretarial training may be required)*
- *ability to use standard English and to spell correctly*
- *typing, shorthand, and transcription skills*
- *experience either as a full-time secretary or as a work-study student performing secretarial duties.*
- *good references from previous employers, teachers and supervisors*

Some secretaries specialize in a particular field. For example, a secretary might, with appropriate training and/or experience, be classified as a legal secretary, medical secretary, or scientific secretary.

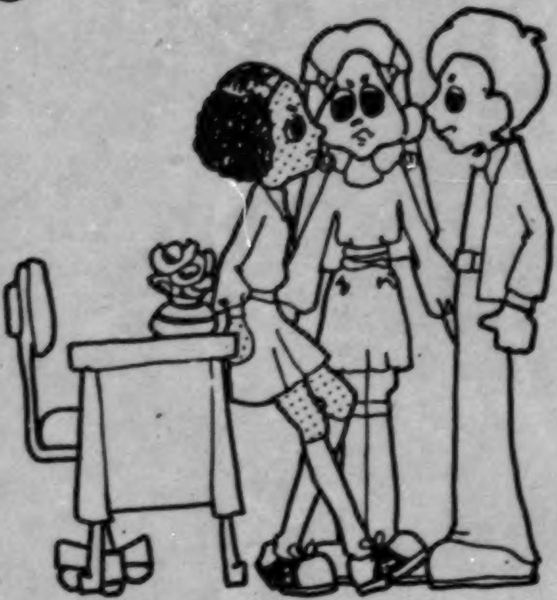
Secretaries have their own professional organization--The National Secretaries Association. Also, by passing a rather rigorous test, a secretary may become a "Certified Private Secretary."

Currently, over 2 3/4 million secretaries are employed in the United States. Although most of these secretaries are women, male secretaries are found in many organizations.

The ambitious, well-qualified secretary may advance to the position of office manager and, with additional training and education, may move into other management positions.

REPRINTED FROM "THE ACCOUNTANT"

Issue of July 27, 1972



Instructions: *Read the following story.*

WOMAN TROUBLE

A high-pitched scream from the outer office was followed by a rush of footsteps and a clamour of voices. I made for the door fast. Was it a fire, a rat, or robbery? Outside, an ecstatic bevy of typists were pushing, clamouring and hugging, while a couple of accountants smirked superciliously from the corridor.

Only one possible explanation, of course. My invaluable private secretary, smiling radiantly, cheeks red as her curls, was displaying a dazzling diamond on her third finger. I said appropriate best wishes, ascertained the probable date of the big day, and listened resignedly to the hilarity for the next hour or so.

Later Prinny dropped in. "That's solved our problem with Lily," he grinned. "When the chairman retires she can replace your redhead; timing is perfect; everybody'll be happy!"

Lily, be it explained, has been the chairman's private secretary for many years, and her future has caused us a lot of worry for some time past. She's large, gloomy, and persnickety.

So I told Prinny firmly that Rose had been trained as stand-in to my Indispensible Personal Secretary, whom she had understudied diligently and efficiently. He said even more firmly that the chairman had concurred in the arrangement just mentioned, so he'd arrange a preliminary chat with Lily right away.

Just to get down to essentials, I asked who the new chairman (whoever he was) would like to select, if not Lily; and Prinny became uncomfortably evasive while explaining that the new chairman shouldn't be presented with a sitting incumbent. Dash it all, he might want somebody quite different from Lily, more sophisticated and all that. We'd have to leave the post vacant for the moment.

This confirmed my suspicion that Prinny had been planning all along to shanghai poor old Lily at the first opportunity. I was the fall guy, my loss was the chairman's gain.

Just before lunch my IPS, her eyes dancing conspiratorially, peeped in to say that Lily was having hysterics in the cloakroom, stamping on the floor and shivering all over. She'd been demoted after twenty years, she was insulted, to be the secretary's PS was a fate worse than death, her mum would be heart-broken!

The next communique from the battlefront was more alarming. Violet from Dictaphones had given Lily a sip of brandy to bring her round, but it had over-reacted. She had exchanged hot words with Rose, herself furious at being passed over; both of them had exchanged nasty words with Prinny's PS when that glacial dignitary had rebuked them; a mirror had somehow been broken. Lily was in hysterics again.

The chairman said with dignity that he had accepted the move merely as a suggestion subject to Lily's satisfaction; then left hastily to keep an appointment. Prinny approached the victim gingerly, and found that hell hath no fury like a woman scorned. He's been incommunicado since. Rose, half injured innocent, half indignant rebel, visited me. She left behind her letter of resignation and a fragrance of perfume.

My PS, her day spoiled, said it was all her fault and wept into her typewriter. I can hardly ask her to return the ring and solve our problems, can I?

QUESTIONS

Please answer the following:

1. What was the conflict between the secretaries that caused them to exchange hot words?

2. What caused the conflict to develop?

3. How was the conflict resolved?

4. How could this situation have been prevented?

GLOSSARY

1. Ascertained-*to find out.*
2. Bevy-*a group of girls.*
3. Communique-*message or report.*
4. Concurred-*agreed.*
5. Conspiratorially-*having to do with or suggesting conspiracy.*
6. Ecstatic-*overwhelmed with delight.*
7. Gingerly-*cautiously or timidly careful.*
8. Glacial-*very cold.*
9. Hilarity-*noisy merriment.*
10. Incommunicado-*without the means or right to communicate.*
11. Incumbent-*a person holding a specified job.*
12. Indignant-*filled with anger aroused by something unjust.*
13. Persnickety-*fussy.*
14. Rebuke-*criticize sharply, reprimand.*
15. Shanghai-*to take against one will.*
16. Superciliously-*lofty with pride, haughty, contrmptuous.*

UNIT 20

IDENTIFYING THEME: REVERSAL OF WORK ROLES

PURPOSE

The article in this unit tells about a family in which the husband assumes the household duties while the wife works to earn the family living. The unit is designed to help the student understand:

- .the difficulties faced by a male homemaker
- .the theme of the sotry
- .the status of women in the paid labor force

PROCEDURES

1. Distribute the article ("Soaking Up Life's Goodies"), end-of-article questions, and glossary of terms (the white sheets).

2. Have the students read the article and answer the questions that follow it. Explain to students that they should refer to the glossary every time they come upon a word they don't know. If the word is not in the glossary, they should refer to a dictionary.

3. While the students complete the assignment:
   a. review the story;
   b. review the questions at the end of the article and the sample answers to those quesitons;
   c. read the sheet entitled "Background Information on Women In the Working World";
   d. review the discussion guide.

4. Discuss the students' answers to the end-of-article questions.

5. Discuss the managerial occupation by using the discussion guide on the following page.

DISCUSSION GUIDE

1. Do you know of any situation in which the wife had to work to support the family?

    a. *Why did she have to work?*

    b. *What kind of job did she take?*

2. Is it difficult for women to find good jobs? (See Difficulties Encountered on the background information sheet.)

3. What kind of jobs are available for women who want paid employment? See Present Status on the background information sheet.)

4. Is the job situation for women different today from what it was several years ago? (See Changes Occuring on the background information sheet.)

5. What are the future job opportunities for women? (See Future on the background information sheet.)

OPTIONAL ACTIVITIES

1. Interview two women: one who works to support a family and one who works to satisfy other needs. (See Interview Guide in the Appendix.)

2. Have the boys in the class list the typical female jobs and duties that they feel they could perform. Have the girls list the typical male jobs or duties that they could perform. Discuss the lists.

3. *Present this situation to the boys in class:* Shortly after you are married, a homemaking situation will arise in which you will have to take on responsibilities for the family. What would you do to prepare for your homemaking responsibilities? What could you do now to prepare yourself for this possibility?

    Present this situation to the girls in class: After you marry, your husband is seriously injured in an accident and you must go to work to support the family. How can you prepare yourself now to be the breadwinner if such a situation should arise?

STUDENT QUESTIONS

(Sample Answers)

1. What is the theme of this article? What does the article tell us about the kind of work men and women should do?

The idea that the author tries to convey is that it isn't so important what job one has, but what is important is how much you enjoy your job. Many people apparently did not approve of Mr. Errera's role as a homemaker. The author says "...he endured more than a few raised eyebrows and subtle barbs over the years from friends and relatives who thought he should get a 'real' job." One of Joe's inlaws told his wife, "You know Josie, some people think Joe is lazy."

However, Joe really enjoyed his new career. He had an opportunity to raise his son. . ."I wouldn't have missed a minute of it." He became more sensitive and personal qualities such as gentleness and meticulousness began to surface. In spite of all the difficulties Joe had no regrets.

"It brought me closer to my wife and son." His wife had no regrets, "He gave my son a wonderful upbringing, and I love it when he's home."

2. Why were the Errera's able to change roles with so little difficulty?

Mrs. Errera was trained to be a teacher and could easily go to work and make enough money to support the family.

Mrs. Errera was happy to return to work, "I longed to go back, . . .I'd sit in the bay window and watch the kids with their knee socks and plaid bookbags, I loved teaching."

BACKGROUND INFORMATION ON WOMEN IN THE WORKING WORLD

PRESENT STATUS:

1. More women work at jobs outside the home now than ever before.
2. One in ten families is headed by a woman who provides the sole source of income.
3. Many families now depend on the wife's income to maintain a satisfactory standard of living.
4. Traditionally women have worked at such occupations as secretarial jobs, and clerical jobs, housekeeping and waitressing on tables. However, women are now going into a greater variety and number of professional jobs.

DIFFICULTIES ENCOUNTERED:

1. Many women marry early and do not complete the professional training needed to enter many careers.
2. The necessity of dividing efforts between family responsibilities and career development have forced women into jobs that can be entered easily and easily exited. The dual role played also requires women to work regular hours.
3. Stereotyped views of women have limited them to certain careers. Women have been confined to certain fields because of preconceived notions and by resistance from men.

CHANGES OCCURRING:

1. Federal legislation preventing discrimination on the basis of sex has opened many doors to women.
2. Women are being encouraged to enter the sciences and business management.
3. Secretaries and clerks are being promoted to higher positions with increases in pay.
4. Employers now are actively searching out women to fill prestigious jobs.

FUTURE:

1. Women can be expected to play a larger part in the work force of the future. Many fields that have previously been closed are now either open or opening. Business occupations continue to provide the main opportunities for the following reasons:
   a. Career responsibilities can be easily coupled with family responsibility.
   b. Secretarial, clerical, and accounting occupations are no longer dead-end jobs, but lead to even better jobs.
   c. Businesses are eager to employ women in business management positions.

reprinted from THE WALL STREET JOURNAL

Issue of March 16, 1973

Instructions: *Read the following story*

by Liz Gallese.

SOAKING UP LIFE'S GOODIES

It was a clear August night nearly 18 years ago. In a Delaware & Hudson Railroad Co. trainyard on the outskirts of this Hudson River mill town, trainmen were putting cars into a freight house for unloading.

Joe Errera, a husky, 38-year-old brakeman, stood on the front end of one boxcar, testing its brake. Finding the brake satisfactory, he let the car roll down the track and prepared to tighten the brake and stop the car as soon as it met the car ahead. But something went wrong. "I kept tightening it. . .the car never stopped," Joe says.

The car smashed into the one ahead and Joe was hurled onto the ground. His back was severely sprained.

That injury changed Joe's life. He was never able to do strenuous work again. But he carved out a whole new career for himself--at home doing the cooking and the cleaning, and caring for his two-year old son, Joey. His wife, Josephine, a ninth grade algebra teacher, became the chief breadwinner, and Joe became a homemaker.

The arrangement was continued through most of the years since the accident, even during a five-year period when Joe worked nights as a watchman to earn a little extra money but continued cooking and cleaning during the day. It hasn't always been easy. Joe became a male homemaker long before the era of women's liberation, and he had to endure more than a few raised eyebrows and subtle barbs over the years from friends and relatives who thought he should get a 'real' job.

Even today, of course, the male homemaker remains a rarity. The Department of Labor reports, that only 96,000 men between the ages of 20 and 64 were homemakers as of October 1972, compared with 25.3 million women. And many of the male homemakers are widowers or divorced men temporarily caring for small children.

There's evidence, though, that more young couples are at least beginning to share traditional male-female roles. More women are working outside the home, and more men, while perhaps not full-time homemakers, are sharing household chores. Complete role reversal may well become a common family alternative in the future, some sociologists say.

But 18 years ago, role reversal was hardly an alternative at all, especially for somebody who fit the traditional male breadwinner role as well as Joe Errera did. Gene Gilchrist, his boss on the railroad, recalls him as a highly responsible and enthusiastic worker. "I wish I had 15 like him. Whenever I'd call--at night, on weekends, on holidays--Joe would say, 'I'll be right there.'"

The son of a house painter, Joe had long been accustomed to hard work. At the age of 10, shortly after his mother died, he found his first job--hawking newspapers. After grammar school and a year of vocational high school, he signed up with the Civilian Conservation Corps and went off to a camp in Oregon--because it was farthest away, he says--to help put a road through the wilderness.

Later he delivered telegrams for Western Union, pulled up gooseberry roots as part of a New Deal cleanup project, worked on an assembly line in a toothbrush factory, peddled vegetables and worked as a laborer in a military arsenal.

But Joe says he adapted easily to the homemaker role. Personal qualities that had long lain dormant gradually began to surface. Gentleness, for example. (When Lady, the family's puppy, would cry at night, Joe would get up and rock her to sleep.) And meticulousness. (He carefully assembled all of his wife's family recipes into a handwritten notebook titled "Josie's Recipes.")

Three years after the accident, with the help of money from an insurance settlement, the Erreras bought a white frame Cape Cod house with a farage and a spacious lawn, set in a pleasant, tree-lined neighborhood of Troy. The house became Joe's workshop.

He would arise in the morning, darn a baggy sweater and slacks, fix breakfast for the family, then kiss his wife and son good-bye as they left for school. He did the family marketing, fixed lunch for Joey when the youngster came home at midday, then prepared dinner.

Every morning, Joe says, he gathered the family laundry into a bundle and put it into the washer. Then he made beds, dusted and vacuumed. He washed the kitchen floor, cleaned windows and scrubbed the bathroom.

In the summertime, Joe mowed the lawn, trimmed shrubbery and planted rows of tomatoes, lettuce, watermelons and cucumbers. On hot afternoons, he oftened wandered through fields behind his house picking huckleberries for homemade pies.

Perhaps the greatest advantage of being a homemaker, Joe now says, was the opportujity to care for his son. "Joey gave me so much pleasure." he says. "I wouldn't have missed a minute of it."

"He raised Joey, really," says Josephine. "When Joey was a baby, he'd bathe him, change his diapers and care for him when he was sick. I wouldn't have known what to do."

While his son was growing up, Joe drove him wherever he had to go: school, day camp, sporting events. He coached Joey's Little League baseball team and taught him how to fish, swim, play ball, and ride a bike. A playmate of Joey's recalls: "We were like three little kids playing together."

Josephine has a large, clannish family, and having Joe around proved to be a boon for it, too. Bring down food for an invalid father's dinner? Sure, Joe would do it. Meet a brother's plane? Joe would volunteer.

Joe was handy with tools, and he launched various projects around the house. In 1962, the year of the Cuban missile crisis, he built a two-room bomb shelter in his basement. "Joe was adamant about that shelter," recalls his brother-in-law. "He was always looking for ways to protect his family."

Though skilled in his role as homemaker, Joe faced a problem unique even to the most frustrated housewife: ridicule. Linda Holmstrom, a sociology professor at Boston College and author of a book on the two-career family, says couples who switch roles adjust far more easily than do their friends and neighbors. "People in the community can't understand why so-and-so's husband isn't working. Society puts a premium on work-parenthood is satisfying, but it can't bring the rewards work can," he says.

Joe says nobody has ever criticized him to his face, but he says he senses subtle ridicule from time to time. "But I don't care about it," he says. "I know what I am, and my wife knows, and she is happy. It's nobody's business."

Josephine admits, however, that she is hurt by criticism. "At times many in my family felt he was a slacker," she says. "One would drop little innuendoes like 'You know, Josie, some people think Joe is lazy. . ."

Indeed, one sister-in-law expresses her opinion this way: "He's a good man, but I guess I can't see the arrangement. How many times did he go fishing when she worked her summers out? Of course, Joey has pleasant memories of his father. But the price had to be paid, and she paid it."

Another relative says he can accept the situation only because of Joe's injury. "That wouldn't have been my role in life, but if I were disabled, I'd work in the house to pull my slack," he says. "I wouldn't approve in any other case. A man's job is working, not playing house."

Partly to avoid unnecessary explanations, Josephine says, she has avoided most social activities at school. "There are always those people who would look down on him," she says.

Instead, the Erreras have centered their social activities on their home. They like nothing better than to invite relatives to lavish six-course dinners, often crowned with three home-made desserts. They watch TV or sunbathe in their backyard. "We would rather stay home," says Josephine. "We have everything we want here."

Clearly, the Erreras think their arrangement has been successful, and they think they know why. First of all, they say, Josephine has never thrown up to her husband the fact she is the breadwinner. She makes a list of items to be bought and bills to be paid, and hands over her check to Joe. He alone handles the transactions. "I don't even want to see the money," she says.

The couple has never had financial problems. "We've never denied ourselves. We eat what we want. Our home is paid for. We have a good car and enough moeny to send Joey through college," says Josephine, who earns $13,000 a year.

Moreover, Josephine genuinely wants to work. She had already gone back to teaching the year before Joe's accident. The couple had been temporarily caring for Joey in shifts at that time, and had been looking for a permanent babysitter. Their family physician, Dr. Nicholas F. Brignola, says, "Josephine didn't want to become trapped into being a complete home woman. After all, why should she throw away 20 years of education?"

"I longed to go back," Josephine says. "When Joey was born, I thought I'd never go back. But when September rolled around, I'd sit in the bay window and watch the kids with their knee socks and plaid bookbags. I loved teaching."

As for Joe's role, she says, "It didn't bother me that he was doing woman's work, what I was supposed to be doing. He held his own and contributed to the home. I couldn't measure in money what he's given us."

It's hard, of course, to measure a homemaker's contribution. But one criterion has always been how well offspring develop into mature, happy adults. In Joe's case, his son has been something of an all-American boy. As a youngster, Joey played hockey and pitched for the Little League. In high school, he maintained an "A" average, played varsity soccer and was elected president of his senior class. Today's he's a sophomore at Rensselaer Polytechnic Institute in Troy, preparing for medical school.

Like many other homemakers, Joe a few years ago took a stab at stepping out of the home. He got a job as a night watchman, reasoning that the work wasn't strenuous enough to aggravate his back, and with Joe nearing college age the extra income would be handy.

The move suprised his family. He still cooked and did the major cleaning chores, but Josephine missed him so much that he would have to call her several times each night from work. Joey found that all the things he and his father used to do together had to be crammed into a Sunday afternoon.

"If it was up to me, I would have told him not to take the job," says Josephine. "We were making out. Besides, he had had a hard life. It was his turn to have something done for him."

Then Joe discovered he had a heart condition. One afternoon in the summer of 1971, while mowing the lawn, he felt faint. His doctor prescribed pills. A few days later, he became ill again and drove to a hospital.

With Joey away at college (He was then at school further from home), Josephine was left alone to drive home and fetch Joe's toothbrush and pajamas. But she hadn't driven in 20 years. Where were the car lights, she wondered. Where was the ignition keyhole? Joe had to explain. "I don't know how I made it home," she says. "Those roads. . .I was swerving all over."

She soon realized how dependent she was on Joe in other ways. The family marketing, for example. Joe had always done it. Now, what to buy? "He had her so dependent on him, she didn't even know what cuts of meat to pick up at the supermarket." says one of her sisters.

Joe, now 55, has since quit his job and continues to recuperate at home. He is deeply religious and spends much of his time in religious study. On doctor's orders, he says he'll never return to work. He has tried to resume some of his homemaking chores, but finds them something of a burden. "I really enjoyed doing those things," he says. "I've tried to get meals going even now. But it's better if I don't. I never know when this condition will start up again. And if I feel bad, my wife feels bad."

Looking back, the Erreras say they haven't any regrets. "I don't think I would have changed anything." says Josephine. "He gave my son a wonderful up-bringing. And I love it when he's home.

"Things always happen for the best, I believe," says Joe, musing on his railroad accident. "It brought me closer to my wife and son. And it proved that my wife really cared."

Indeed, says Dr. Brignola, the family physician: "Joe soaked up all the goodies of life."

QUESTIONS

Please answer the following questions:

1. What is the author trying to tell us about the kind of jobs men should have?

2. Why were the Errera's able to change roles with so little difficulty?

GLOSSARY

1. Adamant: *unyielding, firm*
2. Arsenal: *a place for making or storing weapons*
3. Barbs: *sharpness, sting*
4. Clannish: *tending to associate closely*
5. Dormant: *inactive, inoperative*
6. Hawking: *to advertise or peddle in the streets by shouting*
7. Innuendoes: *an indirect remark*
8. Lavish: *a generous giving*
9. Meticulousness: *extremely careful*
10. Premium: *an additional reward*
11. Recuperate: *get well again*
12. Ridicule: *making someone the object of laughter, to make fun of*
13. Strenuous: *requiring great effort*
14. Subtle: *hard to detect*

APPENDIX A

INTRODUCTION

The activities in this appendix are designed to provide a means by which students may examine personal beliefs, attitudes, values and goals. Each section may be given to students as a packet or broken down into individual activities.

While working with this appendix, keep in mind that there are no right or wrong answers. The sole purpose of the activities is to provide students with an opportunity to evaluate themselves in a nonthreatening atmosphere.

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TEACHER GUIDE

SECTION I

VALUES

A value is a belief. It is part of our internal logic system that determines the concept that we have of ourselves and others. A value is nonjudgmental in itself in that it is primary to the information system that we learn through socialization and personal experiences.

Just as each person's behavior differs from that of others, so do our values. Although some values, such as honesty and good health, are universal, other values may change due to individual growth or changes in society.

The activities in this unit are exploratory in nature and are designed to help students develop personal awareness.

During class, have students read the handout, "Values and You," and then guide a discussion on the implications of valuing. It should be brought out that it is easy to understand our behavior and goals after we have identified and analyzed our value structures. Maintain a nonjudgmental atmosphere in the classroom. Tell students that there are no right or wrong answers to the questions listed on the activity sheets.

Optional activities for discussion or class projects are listed on page A-5 of this section.

VALUES AND YOU

The activities in this section are designed to help you examine the traits and values which make up your personality. It is important for you to remember that there are no right or wrong answers to the questions and other exercises listed on pages A-3 and A-4 and that honest answers will allow you to realistically see your whole potential.

Part of being an individual is that you are different; and because you are different, you will respond to the activities in ways that are uniquely your own. Some of your answers will be similar to those of your friends; but if the career choices, family backgrounds, and personal experiences of all of you are not the same, many of your answers will differ.

Definition of a Value:

A value is a belief. For example, the decision to use returnable or non-returnable bottles is based upon the values we place on ecology.

We are not born with values, but it isn't long afterwards that we begin to develop values. We develop values about education, recreation, work, and so on, from our parents, friends, brothers, sisters, teachers, politicians, and many others. We also learn about values from our own experiences. Some values change as we grow older. Many young children feel that their family and friends are most important to them; during later years, they may value independence more highly.

During class discussions and as you complete the exercises in this section you should find that your values determine what you think of yourselves and others and that they play an important role in the decisions you must make every day.

STUDENT HANDOUT

VALUE SALE

If you were given $200 and were asked to buy those things that are most important to you, which of the following items would you buy? Fill in the amount of money that you would spend on each item. Write a "0" on the line opposite an item which is not important to you. You may fill in as many blanks as you desire, but you must spend your full $200.

To be a president ____________________
To be a professional sports player ____________________
To have a beautiful home ____________________
To have faith ____________________
To be the wealthiest person in the world ____________________
To be attractive ____________________
To have a good body build ____________________
To care for others ____________________
To be happy with yourself ____________________
To have a perfect romance ____________________
To help others ____________________
To have a close family relationship ____________________
To have close friends ____________________
To have the profession of your choice ____________________
To be your own person ____________________
Other: ____________________ ____________________

An item may represent different values to different people. On the lines below, list the items you have purchased and match them with a value you think they represent. For example: president--power; romance--love: Remember, there are no right or wrong answers.

1. ____________________ -- ____________________
2. ____________________ -- ____________________
3. ____________________ -- ____________________
4. ____________________ -- ____________________
5. ____________________ -- ____________________

6.____________________________ -- ____________________________

7.____________________________ -- ____________________________

8.____________________________ -- ____________________________

9.____________________________ -- ____________________________

10.____________________________ -- ____________________________

QUESTIONS

1. Are there any items that you did not want to buy? Why not?

2. How hard are you willing to work for the items you selected? How would you go about getting them?

OPTIONAL ACTIVITIES

1. CLASS DISCUSSIONS

a. Have students discuss how values have changed in our society. For example--athletics, women's roles, job discrimination, age, sex, male-female work roles, etc.

b. Have students watch TV, read papers and magazines, and bring to class, for discussion, any articles that they find which are discriminatory.

c. Have students list and discuss the values which are important to the job they are studying.

d. Choose descriptive pictures out of books or magazines and ask the class what values they represent.

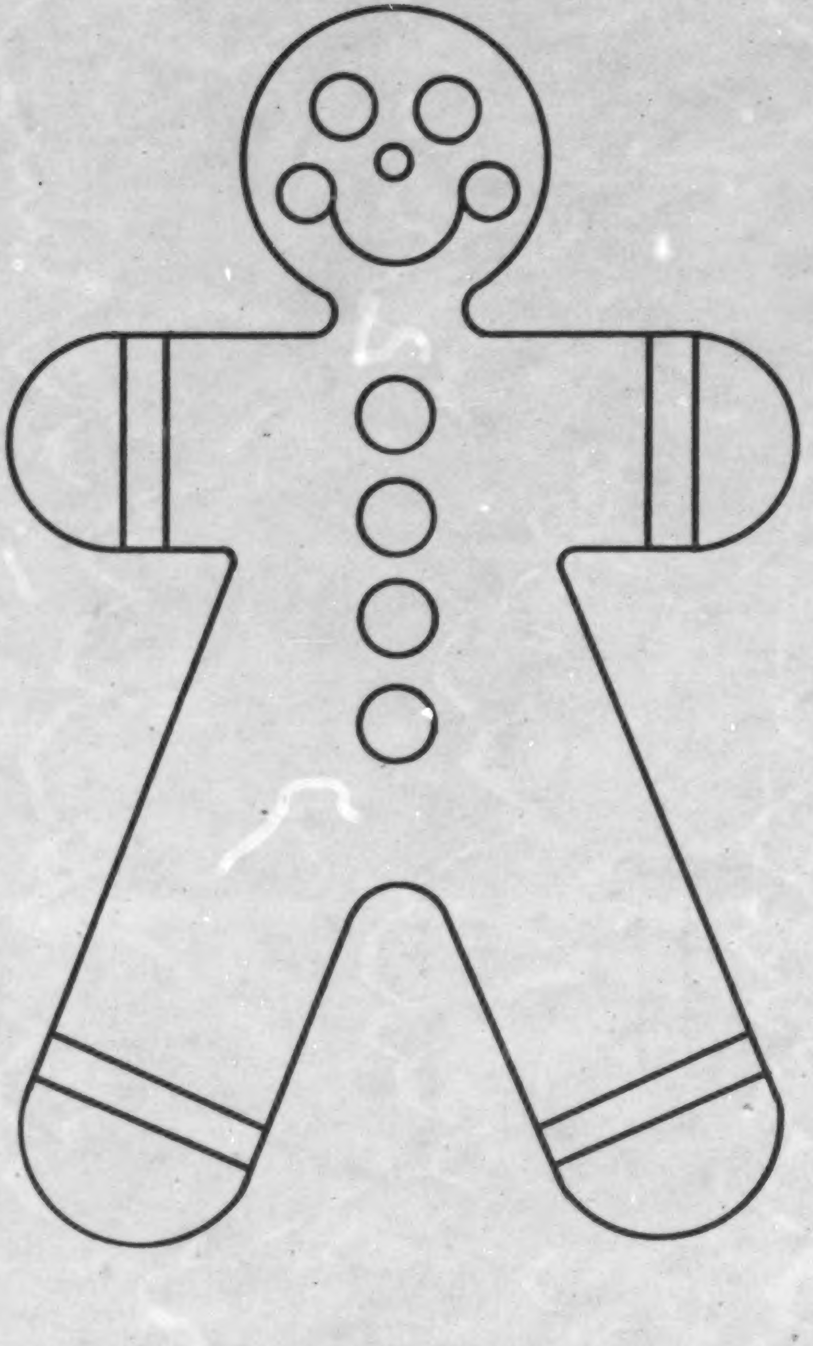
e. Have students discuss how they each have values and how these values affect what they say and do. This may extend to ideas which they may have about critical issues such as war, crime, advanced age, etc.

2. CLASS PROJECTS

a. Have each student write, on a slip of paper, the name of an animal which they think best represents the values which they hold, and then list the values. If students approve of this activity, have members of the class use separate slips of paper to match each of their classmates with an animal. Caution students that they are not to discuss their impressions with each other, and they are not to be vindictive. Tell them, also, that the comments which they write will not be discussed in class and will be distributed to each of them in a sealed envelope.

After students write their impressions of each other, sort, and distribute the comments to students in sealed envelopes.

b. My Values--Guide a class discussion as to the values students think an individual should have. As they are given, list the values on the chalkboard so that group consensus can be established. Make and project a transparency of Figure 1 (shown on the next page) and ask students where they would place the first value on this picture. Use a grease pencil to write the value on the designated place. Ask where they would place the second value and write this value on the figure. Continue the process until all values have been placed.



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SECTION II

SELF AWARENESS

The activities in this section are designed to help students become more aware of the characteristics that make up their personalities.

In the first activity, page A-8, students are asked to check the traits that they see in themselves. After students have completed the Personality Trait Inventory, encourage them to review the items they have checked and to use these traits to describe their personalities.

In the second activity, page A-9, students are asked to answer questions about the types of persons they are and the types of persons they would like to be.

The third and last activity of this section is a transactional analysis exercise. This exercise is designed to focus on the life positions established by Thomas Harris in his book, I'm Okay, You're Okay. The purpose is to acquaint students with the four life positions defined by Dr. Harris and to help them analyze certain situations in their own lives according to the life positions. Ideally, people should function in the I'm Okay, You're Okay position, but many situations do not promote this atmosphere. This exercise will allow students to become aware of what positions they are working from in their own lives. These positions are not absolute. Individuals can change their life positions when they are aware of themselves.

PERSONALITY TRAIT INVENTORY

Many traits make up your personality. It is the combination of these traits that gives you your own unique personality. The following list of traits are characteristics we all have to varying degrees. Check those traits that you see in yourself. There are no right or wrong answers.

Likes to make people laugh _____

Likes to invent things _____

Likes to make up things _____

Likes to disagree _____

Likes to work with others _____

Likes to start new things _____

Is willing to wait for other people _____

Cares about others _____

Enjoys music _____

Is willing to listen to other people's ideas _____

Likes to work by yourself _____

Likes to do as many things as possible _____

Likes to meet people _____

Likes to participate in sports _____

Likes to compete with others _____

Likes to study _____

Tries to understand other people's feelings _____

Enjoys being with different types of people _____

Likes to make good grades _____

Look over the traits you have checked and try to summarize your personality in two or three brief sentences.

ME

We are all different -- yet we have similarities.

Have you ever taken time to think about yourself? Have you ever asked yourself what kind of person you are and what kind of person you would like to be? Take time now to think about yourself by answering the questions below:

1. Is it important for you to be like everyone else? Why?
2. Is it important for you to be different than your friends? Why?
3. What kind of person do you want to be?
4. Is the kind of person you want to be the kind of person you are? Why?
5. What would you have to do to be the kind of person you want to be? Is this a realistic goal for you?
6. What are the things you like most about yourself?
7. What are the things that bother you most about yourself?
8. In what ways do you think the answers to questions 6 and 7 will affect you in your job choice?
9. In what ways do you think the answers to questions 6 and 7 will affect your personal life?
10. To you, what does satisfaction mean?
11. To you, what does success mean?
12. How do you think the answers to questions 11 and 12 will affect your career choice?

TRANSACTIONAL ANALYSIS

The following list of *life positions** has been created to help you understand the roles people play. Each position stands for the way we see others in relation to ourselves.

Life Position

1. I'm Okay - You're Okay
2. I'm Okay - You're Not Okay
3. I'm Not Okay - You're Okay
4. I'm Not Okay - You're Not Okay

Show how you see your relationships with the others listed below by writing the life position number that best describes your feeling about each relationship.

Example: __1__ 0. How you get along with your best friend
_____ 1. How you get along with your parents
_____ 2. How you get along with your teacher
_____ 3. How you get along with your classmates
_____ 4. How you get along with your counselor
_____ 5. How you get along with your family
_____ 6. How you get along with your neighbors
_____ 7. How you think the teacher feels about you
_____ 8. How you think your family feels about you
_____ 9. How you feel about the police
_____ 10. How you feel about school in general

---

* Positions were taken from the book I'm Okay, You're Okay, by Dr. Thomas Harris.

SECTION III

DECISION-MAKING

There are many different criteria for decision-making, yet the processes remain the same throughout. This unit will aid the student in gaining a better understanding of the decision-making process. The decisions students make daily will likely be better if students replace a haphazard decision-making process with a more rational process. Point out to students that there is a distinct difference between making a decision and delaying a decision and that each of these possibilities have certain outcomes and consequences. Emphasize to students that

...they can learn to make better decisions.

...they can change their decision (it's okay)

...they may postpone some decisions.

...the best decision for one situation may not be the best for a similar situation.

...everything they do, every minute they are awake involves a decision of some kind.

...decisions are based on values, goals, background, experiences, influence of others, etc.

Several activities are provided in this section to help students become familiar with the decision-making process.

DECISION-MAKING FORMAT

Think of a problem you must solve or a decision you must make in the near future. The following are steps to help you become more aware of the decision-making process. Follow these steps in solving your problem.

1. Name the problem to which you need to find a solution.

2. List as many alternatives as you can think of to solve the problem.

3. State your decision by selecting from the alternatives listed above.

4. Give the reason for your choice.

5. State all the consequences (both positive and negative) that you can think of for your decision choice.

6. Evaluate your decision choice.

7. If you could change your decision choice what would it be? Why?

DECISION-MAKING

1. What do you think is the most important decision you have made in your life? Why do you think that it was the most important decision?

2. Were you happy with your decision? Why?

4 . What are the three (3) most important decisions you think you will make in your lifetime? Why?

4. Do you think that it is important to think about your future decisions now? Why?

CONNIE'S STORY

I finished my eye make-up and looked at myself in the mirror. "Not bad," I thought. I always try to take care to dress in style and to be attractive, but not to be too fancy. My make-up is just right for my features because my older sister, who is a beautician, showed me how to do it best for me. So many of my friends use too much or none at all or don't use it to accent their features to be as pretty as they could be. Not that I'm a raving beauty, but I'm not ugly either. I think being healthy makes alot of difference in the way you look. Sometimes I think my eyes are too close together or that I might be too fat or too skinny or not shaped right. Sally, my sister, said she thought that when she was thirteen too, and she says everyone does, even adults. Still I wonder sometimes if I'm not the only one in the world that feels this way. I guess I like myself most of the time.

My friend Melinda is a grouch most of the time. There really isn't anything wrong with her except the way she sees herself. If she would just be OK with herself she would be OK with others I guess. It's not like she has a chip on her shoulder,its more like she thinks everyone else does. It would be easier to be friends with her, anyway, if she weren't so uptight.

It's almost time to leave for Hillside Park for the dance, and I don't want to be late as Jane and Karen are waiting for me. They are my best friends and we really enjoy just hanging around together. Sometimes parents don't understand that we aren't getting into trouble just because we don't have something special to do, though.

This is what happened one of those times. Mom and Dad were both sitting in the living-room when I came to say good-by. First mom jumped me with her question, "Where do you think you're going? Who are you going with?" Practically before I could answer, Dad piped in saying "Why do you have all that junk on your eyes? Your pants are too tight!" Before I knew it we were in another big fight, until finally mom said I could go.

- - - - - - - - -

"I just don't think Connie should go out so often."

"Well, Bill, she does behave nicely most of the time and she takes care of her work around the house. I'm ashamed that I asked her those things in a suspicious and angry way. I think I should know where she is going and who she's going with, but I don't need to ask in that way. I'm just worried. But there are a lot of things that could happen to a girl."

"To a boy, also. When I was young, my father was always afraid that I would get hurt so he hollered at me when I wanted to go out. I guess I just passed that on to Connie."

"Maybe we could try a little harder to not react so quickly to her."

"I still wish she would ask us instead of telling us what she was going to do. If we could say that to her without a hot battle, we could have a lot more smiles around here."

CONNIE'S STORY CON'T

"We don't try. Lets promise ourselves not to get angry and really try to talk with Connie so all of us know where we stand."

- - - - - - - - -

I went to the park to meet Karen and Jane. They asked me why I was always late, and I told them the same old story. Jane said that she had a hassle at her house also, but Karen never seemed to have problems with her parents.

She said, "Yeah, well I do have hassles sometimes, but we get along pretty well. One thing I found that seems to help that I didn't know before when we always fought, was that now I ask in advance, if I know soon enough, so they don't have to decide right that instant. I do my work around the house and we sit and talk about things. Mom and Dad ask some dumb questions sometimes, like about boys and dope and things, but I try to be honest with them. I think they trust me. Do your parents trust you Connie?"

"I don't think so but they should. I never get in trouble, so why shouldn't they?"

"Mine don't trust me," Jane said, "And I haven't been a problem for them either!"

Karen smiled and said," I don't think I can promise you it will work, but you could try just being straight with your parents, and even if it sounds wierd to say it, I tell them I love them, and I mean it. I try to act grown-up so they treat me like that. You should at least try being different with them--more often anyway."

I don't know whether Karen was for real or not, but it would be a lot easier than hasseling. Mom and Dad will think I'm trying to trick them I bet, but maybe I'll try.

We talked about the band and then went to the pavilion to dance. It would be great if things could change.

DISCUSSION TOPICS

1. Do you have feelings about the way you look just as Connie does? How do you settle them?
2. How can you help a person be more comfortable with himself?
3. If you sometimes have problems in dealing with your parents, do you think it is because no one really tries to be honest with each other? Explain.
4. What does Connie's father mean when he says he "passed that on to Connie"?
5. Do you think that you try to be understanding?
6. Do you think you go out enough? How much is enough? How much is too much? Explain.
7. What does freedom mean to you?
8. What responsibility do you have to others? to yourself?
9. Do you feel that you have too much responsibility or not enough? Why?
10. Are clothes, make-up, and cars, important to you? Why?

CONFLICT RESOLUTION

Conflict occurs when we have to make a choice between two or more different things. The difficulty of the choice affects how easy it is to resolve the conflict.

Examples of conflict:

1. Do I want ice cream or pie for dessert?
2. Do I want to go out with my friends or with my family?
3. Do I want to accept a late date or study for a test?

We all encounter conflicts in our lives but many of us are not aware of what is causing the problem. Let's analyze some of the conflicts that we face from day to day. Conflict is always easier to resolve when we identify the problem and the alternatives available.

Student Activity

Place a check to identify problems you often encounter:

1. What kinds of conflicts do you have:

_____ school

_____ family

_____ friends

_____ religion

_____ boyfriend, girlfriend

_____ social activities

_____ work

_____ money

2. Do you feel that you are resolving these conflicts in ways that make you feel good? Yes_____ No_____ If not, why not?

3. Have you identified the real problem? What seems to be causing the majority of your conflicts?

OPTIONAL ACTIVITIES

1. Discuss with students the large number of decisions each of us make in one day. Have students keep a record of decisions made for one day, no matter how large or how small the decisions are. The following day, each student may tell how many decisions he or she made and tell what some of the decisions were.

2. Have students read a paper, book, magazine, interview, etc., concerning a critical or controversial issue that is relevant and important to them. Have them use the "decision-making format" described in this section to work through the decision-making process.

3. Have the students read a biography or autobiography of their choice. Ask them to make a list of three (3) or more decisions that the person described in the book made in his lifetime. Have students tell what the person saw as his most important decision. Note: Important decisions to one may not be important decisions for someone else.

4. Discuss decision-making in terms of values. Values influence decisions. For example, "Should I buy a fancy status car or an economy car?" Economy vs. status in a value, and your values in this area will influence your decision concerning which car to buy.

SECTION IV

CAREER AWARENESS AND WORK VALUES

Students should be made aware that values play a great part in attitudes about job success and job satisfaction. Ideally, one might have a high degree of both job success and job satisfaction; however, this is not always the case. The continuum below reflects the various job satisfaction-success situations possible:

High job satisfaction and high success
High job satisfaction and low success

Low job satisfaction and high success
Low job satisfaction and low success

Point out to students in discussion that an unpleasant type job may be quite well-paying and that some people may be happy doing this type work even though it does not fit social definitions of success. For other people, working conditions and the type work they do are more important than monetary rewards.

The activities in this section are designed to help students begin to think about their work values and to begin asking themselves in what types of careers they will be happy.

WORK VALUES

Select five work values especially important to you and list them in their order of importance. Tell why each work value is important to you.

Work Values

Salary
Praise
Job Satisfaction
Job Success
Location
Fringe Benefits
Distance from Home
Work Hours
Flexibility on the Job
Promotion Opportunities
Status
Power
Diversity of the Job
Challenge
Adventure

Work Values Especially Important to me:

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____

Do the values you have selected match the values of the job you might be interested in? Which ones do? Which ones don't? Will this make a difference in your career selection? Why?

WHAT WOULD I LIKE TO DO?

1. If you had to make a career choice at this time, what would your first three (3) choices of a career be? Why?

2. What things would you have to do to enter these careers? (Include discussion of education, training, etc.).

3. What characteristics do you feel you have that will help you to be successful in these careers? Why?

4. What characteristics do you think will hinder your success in these careers? Why?

5. Do you think that you can develop the skills and knowledge needed for these career choices? Why?

Student

JOB CHOICE

Match the following list of occupations with job characteristics. You may put as many numbers per item as you feel fits the occupation.

electrician ______________________
doctor ______________________
farmer ______________________
accountant ______________________
scientist ______________________
banker ______________________
laborer ______________________
teacher ______________________
nurse ______________________
secretary ______________________
policeman ______________________
plumber ______________________
receptionist ______________________
brick-layer ______________________
sculptor ______________________
musician ______________________
clerk ______________________

1. helps others
2. makes a lot of money
3. dresses nicely
4. works with people
5. works with their hands
6. does physical labor
7. works alone
8. supervises people
9. works with figures
10. does research
11. works to better mankind
12. sets own working hours
13. is creative
14. has a head for facts
15. has to be able to write well
16. uses logic and decision making
17. demonstrates leadership ability

Do any of the occupations listed above interest you?

Which ones?

1. ______________________
2. ______________________
3. ______________________
4. ______________________

Student

MY CAREER CHOICE

1. My three (3) career choices for a career at the beginning of the year were:

   (1)____________________________________

   (2)____________________________________

   (3)____________________________________

2. My three (3) career choices now are:

   (1)____________________________________

   (2)____________________________________

   (3)____________________________________

3. My choices now are the same as or different from before because:

4. The things that helped me most in the career education course this year were:

5. The things I liked most about career education were:

APPENDIX B

GUIDELINES FOR CONDUCTING FIELD TRIPS

GUIDELINES FOR CONDUCTING FIELD TRIPS

The field trip can be exciting and a valuable learning experience for students. By actually seeing and talking with people at their jobs, students begin to get a realistic view of occupations, including the work performed in those occupations. A well-planned and well-organized field trip will bring to life for students the knowledge that they have acquired through in-school career education activities. The following guidelines were prepared to make it easier for you to plan and conduct a field trip and to plan your post-field trip activities. A Field Trip Checklist is provided on page B-3.

PLANNING GUIDELINES

Initial Planning

1. Obtain tentative permission from your school principal for the trip.

2. Decide with students the purpose of the proposed field trip. Discuss with students the reason for taking the trip. *Be sure to let students know that the trip is only tentative until permission has been secured from people from the site to be visited, from the principal, and from parents.*

3. Select with students the site to be visited. *Decide also upon alternative sites in case permission is not granted by people at the first-choice site.*

4. Contact the site to be visited to secure permission to visit. *Explain the purpose of the trip, the number and average age of the students who will visit, and the type of information students wish to receive--including the types of things you would like students to see. Caution: Students are not likely to comprehend too much information or adequately internalize their experiences if you try to cover too much in one trip.*

5. Obtain final, written permission from your school principal for the trip. *A sample permission form is shown on page B-5.*

6. Obtain written permission from parents to take students on the field trip. *A sample permission form is shown on page B-6.*

7. Notify teachers of students' other classes and, if necessary, have students obtain permission slips from teachers whose classes they will miss.

8. Arrange adequate transportation for the people going on the trip. If district insurance allows, students may be carried in private cars; however, a school bus generally offers a more practical method of transportation since all students will be in one group and the adult leaders will not be required to drive.

9. Encourage parents to come along as adult leaders. *The adult leaders should be told the purpose of the trip and should be given--in writing--a schedule of events and a list of their duties during the trip.*

Student Orientation

10. Discuss again with students the purpose of the trip and--

    - *Explain how transportation, meals, and time schedules will be organized.*
    - *Explain safety precautions and the behavior expected of students during the trip.*
    - *Answer any questions the students have concerning the trip.*

11. Encourage students to tell what they expect to see or learn on the trip. *Make a list on the chalkboard of the things they name; save this list and review it after the trip is complete.*

12. Provide students with references that describe the organization or the type of organization, business, or industry to be visited. *Discuss the information in these references, including the type of work students are likely to see performed while on the field trip.*

Conducting the Trip

13. Make sure that all students can see and hear during the trip. *It is your responsibility to ensure that all students get as much as possible from the field trip experience.*

14. Ask leading questions of the on-site persons who are being observed (where possible) if the students do not ask questions. *Students may be shy about asking questions of adult strangers. Thus, you may break the ice by asking questions. Be sure students have opportunity to ask questions or talk about what they see during the trip.*

Post-Field Trip Activities

15. As soon as possible after the trip, discuss with students what they learned on the trip. *Some sample discussion questions are shown on page B-4. Refer to students' pre-trip expectations. (See item 11 above.)*

16. Evaluate the trip. *How did the trip benefit the students? To what extent did it accomplish our objectives? You should keep a log of field trips (including name and telephone number of your contact person at the site) for information in planning future trips. The log should contain a brief evaluation of the trip and suggestions for changes in procedures--if deemed desirable--on the next trip.*

17. Send letters to your contact person at the site visited and to the adult leaders thanking them for their help. *The letters might be prepared and signed by the students.*

FIELD TRIP CHECKLIST

This check list is designed to help you remember to take all the necessary steps in planning, conducting, and following-up your field trip.

BEFORE THE TRIP *Check when complete*

1. Obtain tentative permission from principal ________
2. Discuss with students the purpose of the trip ________
3. Select site to be visited ________
4. Obtain permission from site to be visited ________
5. Obtain written permission from principal ________
6. Obtain written permission from parents ________
7. Notify other teachers of students (if necessary) ________
8. Arrange transportation ________
9. Arrange for additional adult leaders ________
10. Discuss again with students the trip's purpose ________
11. Discuss with students all arrangements ________
12. Discuss with students safety precautions and behaviors expected while on trip ________
13. Encourage students to tell what they expect to see or learn while on the trip ________

AFTER THE TRIP

13. Discuss the trip thoroughly ________
14. Evaluate the trip and enter in a "field trip log" ________
15. Write and mail thank-you letters ________

SUGGESTED DISCUSSION QUESTIONS
for
POST-FIELD TRIP DISCUSSION

1. What different types of occupations did we observe on the trip? (List on chalkboard.)

2. (Ask the following questions concerning each occupation.)

   .What are the principal duties of the people in this occupation?

   .Are most of the duties of the person in this occupation people oriented, product oriented, or idea oriented?

   .What are the working conditions like for people in this occupation? (e.g., crowded, safe, noisy, pleasant, etc.)

3. What did we learn from this trip that we didn't know before?

4. Did any of the occupations especially interest any one of you? If so, in which occupation were you especially interested? Why did it especially interest you?

5. What are the advantages of each occupation we saw? The disadvantages?

6. Was the trip worthwhile? Why?

7. How can a field trip such as this one be improved?

SAMPLE SCHOOL PERMISSION FORM

_______________ Junior High School

_______________ (Teacher/Supervisor) Sponsoring Trip

_______________ (Date)

_______________ (Group)

_______________ (Number)

_______________ (Destination)

_______________ (Purpose)

____

____

_______________ (Date of Trip)

_______________ (Leave Time)

_______________ (Return Time)

_______________ (Means of Transportation)

_______________ (Insurance Coverage)

No ☐

Yes ☐

Type: _______________

____

_______________ (Approval)

_______________ (Date)

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SAMPLE PARENT PERMISSION SLIP

____
Junior High School

Dear Parent:

A field trip is planned to ______________________________

by_________________________ on ________ from_________ to ______
(Class/group) *(Date)* *(Departure time)* *(Return*
_______ for the purpose of___________________________________
time)
____
____.

Means of transportation:__________________________

Type of Insurance Coverage_________________________

If your son/daughter has your permission to participate in this trip, please complete the slip below and return it to me by________________.

_____________________________ ________________
(Teacher/Supervisor) Sponsoring Trip (Date)

- -

____
(Date)

_________________________________ has my permission to visit

____
(Place of trip)

on________________________ from___________ to______________.
(Date of trip) (leave) (return)

____
(Parent's Signature)

APPENDIX C

GUIDELINES FOR CONDUCTING INTERVIEWS

INTERVIEW GUIDELINES

An excellent way to provide students with accurate information about various occupations is to have the class interview employed workers. The following procedures are suggested for arranging and conducting class interviews:

PROCEDURES

1. Pre-planning

    a. Invite a guest interviewee to the school after receiving approval of his or her employer. Tell the interviewee not to prepare a speech.

    b. Discuss with students the occupation of the person to be interviewed. Prior to the day of the interview, students should suggest questions to be asked of the interviewee, with the teacher or a student writing the questions on the chalkboard. Have each student copy the list on note paper, adding others that occur to them. Students should have their lists of questions before them at the time of the interview.

    c. Stimulate student interest by asking students to tell beforehand how they think the employees will respond to questions such as:

    --What activities do you perform in a normal day?

    --What do you like, dislike, about your job?

2. Activity

    a. Introduce (or ask a student to introduce) the guest, giving his or her title and organization. Write this information on the chalkboard.

    b. Ask interviewee to answer questions briefly and honestly, explaining that any question may be rejected merely by saying "Next question."

    c. Students conduct interview by asking the employee questions from the prepared list. The teacher does not participate in the questioning nor add to the answers except to paraphrase an ambiguous or inexplicit statement or make it loud enough for all to hear (always asking, "Did I correctly repeat what you said?"). The teacher must refrain from reaction, comment, or interpretation, even if the employee's answers conflict with every principle and practice the teacher has ever taught. For this reason, no single interview will completely accomplish the purpose of this activity.

d. When the class has no further questions, thank the interviewee.

FOLLOW-UP

1. Have the class send a letter of appreciation to the interviewee and a copy to his or her immediate superior.
2. Suggest to students that they keep a private log of "surprises" resulting from the interviews. Students should not comment on or criticize the interviewee.
3. At the end of the year, students should consult their notes on the interviews and their logs of "surprises," and evaluate the series of interviews. Point out that every individual job, including those the students have not learned about, have unexpected aspects, but together they give a true picture of business employment.

RELATED ACTIVITY

Set up an interview or series of interviews with the employer(s) of one or more of the interviewees so that students can compare the employer's vs. the employee's version of what the boss expects, what the employee's duties are, and how well the employee performs the duties.

SAMPLE INTERVIEW GUIDE

1. What schools did you attend?

2. Did you graduate? Drop out? When?

3. What was your first job?

   . How did you get it?
   . What did you like best about it? Least?
   . How long were you there?
   . Why did you leave?

4. What was your next job? (Same questions as above. Repeat for all subsequent jobs.)

5. Regarding the present job, ask:

   . What time did you go to work this morning?
   . What was the first thing you did?
   . How long did that take?
   . What did you do next? (Repeat through the entire day.)
   . Did you do anything yesterday that was different from what you did today?
   . How about the day before yesterday? Last week? Last month?
   . What else do you do on your job?
   . Of all these duties, which ones take most of your time?

6. What is the usual range of starting salary in jobs like yours? What kind of pay increases can be expected?

7. What kinds of benefits does your job offer in addition to salary?

8. What qualifications do you need to get the job?

   . Age?
   . Marital status?
   . Sex?
   . Weight?
   . Language skills?
   . Apptitudes?
   .Other physical characteristics?
   .Licenses?
   .Unions?
   .Tools?

9. What minimum training and preparation are required? What is the length of training? What is the cost of training? Is any part of training paid by employer? What are the approved schools?

10. What is the ratio of supply to demand for workers in your field? What is the outlook for future employment? For advancement? What other kinds of jobs can your job lead to?

11. What are the hours of work? Do you work overtime? Evenings? Sundays? On holidays? Does your job involve after-work requirements?

12. Is the work steady or seasonal? Are there any health or safety hazards? What are the prospects for marriage through job-related contacts?

13. How well do you get along with your superior?

14. How well do you get along with people who work under your direction?

15. What do you like or dislike about your job?

16. What kind of personal satisfaction do you get from your job?

17. How does your work contribute to the production or success of the organization?

18. Do you think there is anything we should have asked that we didn't? Is there anything you want to ask us?